

# Childhood Education

**CHILDREN  
NEED GUIDANCE**

**January 1949**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

The Magazine  
for Teachers  
of Children

To Stimulate Thinking  
Rather Than  
Advocate Fixed Practice

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Number 5

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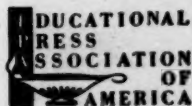
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## Next Month—

"What Challenge and Adventure Mean to Children"—an editorial by Laura Zirbes — introduces Lorene Fox's article on the theme for the issue "Children Need Adventure," and six articles describing experiences that brought adventure to children.

The adventures described deal with learning to accept responsibility, making friends with a child from another country, dramatizing a play, becoming acquainted with books, learning more about science, finding out how people worship God. Vicarious adventure through movies, radio, and museum experiences is presented pictorially.

News and reviews of books, bulletins, and films will complete the issue.



REPRINTS—Orders for reprints from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month of issue.



*Photograph from Rosa M. Bowker, Springfield, Mass.*

**Going to school for the first time  
with mother along to make it easy.**



## Talent Search

CHRISTINE LIKED PLAYING THE PART OF THE BOARDING HOUSE-keeper in *The Passing of the Third Floor Back*. She knew that she had done a good job even before she received her six curtain calls. She knew just as anyone knows who has done a good job. She felt comfortable and easy and satisfied.

But she was completely unprepared for the visit of her drama coach and Mr. Bemis before her make-up was removed. Mr. Bemis was a talent scout and lost no time. "Will you meet me here tomorrow morning? I want you to read some more plays. And plan to act any other character parts you know so that I can see what else you can do."

Christine accepted the scholarship to the Pasadena Play House. Now she scouts for talented young actors and actresses for one of the big movie companies. She travels over the country constantly, attending high school and college plays; interviewing students, coaches, parents, and community leaders. She leaves no stone unturned in her search for movie talent. Unlimited funds are available to subsidize promising young actors until contracts are made. The best drama teachers and theater facilities are available for their education for the screen. After ten years on the job Christine can still count on the fingers of one hand the "natural born" actors she has found, but she has found dozens of good ones.

Science and the entertainment world make a point of their search for talent. Everyone knows they are doing it, and why. The help of many people is enlisted. Prizes are offered, contests are held, and scholarships are awarded. True, some young folks are exploited because of their inexperience in the ways of the world. But talent is found and boys and girls are given unusual opportunities.

What would happen if teachers and parents throughout the nation joined in a talent search for future teachers? We cannot offer them the glamour and salaries of science and entertainment, but not all the best young people want these. Thousands of them want something satisfying to do, have strong and deep desires to be of service, are looking for something to live by and for. We must find these young people and then make it possible for them to have the best we know in teacher education. A little tithing in our expenditures for liquor, cosmetics, and tobacco would pay the bill.

WE CAN TALK UNTIL DOOMESDAY ABOUT THE IMPORTANCE OF the right kind of guidance for children, but what is the use unless there is someone to do the guiding? Talent for teaching is available. Let's find it and nurture it.—F.M.

# Are Our Juveniles Delinquent?

EVERY GENERATION HAS ITS OWN LABEL FOR CHILDREN WHO "stray." The prophets of old likened them, tenderly, to the lambs who lost themselves in the mountains of Judea. We have called ours—not so tenderly—"delinquents," a fighting word that is now loaded with negative meanings; a word of reproach and rejection; a word that means failure; a word which, in this connection, should quickly become obsolete.

When we work for the prevention of delinquency we are not waging war on "bad" children *or on their parents*. We are trying desperately to find out how to make it possible for all youngsters to be more successful in "the great task of growing up in life."

We know, now, that the central responsibility of all education today is to help children understand and use in their own development the fundamental values in human living that persist from age to age. Parents begin this task, but teachers soon pick it up. And no adult who touches the lives of children dares fail to do his part.

Two eleven-year-olds met one day in a small gift shop. "Here's another dime for my horse pictures," the little girl said to the manager. And to her companion, "They cost fifty cents and I can't take them home till they're all paid for."

As they left the shop, the little boy contrived to fall behind. "If I bring you fifty cents this afternoon, can I have the horse pictures?" he whispered to the manager. "Lucy won't have enough money for them for three more weeks."

This anecdote illustrates what we mean when we say that child guidance is a community job—a sensitive, patient job of helping young ones on the spot to understand the things they do and the things that happen to them. It means giving children constant reassurance and a climate of confidence in which to succeed or, perchance, to fail and try again. It means teaching them to recognize more and more accurately the requirements of life situations as they meet them at home, in school, in church, on the street, in stores, in buses, on the playground. It means helping them to meet these requirements with a growing feeling that good problem-solving is important and can be the most satisfying kind of experience.

These are very troubled times—times when many people are confused and fearful and very tired. Do we grown-ups have what it takes to give spiritual leadership to children?

IT IS IMPERATIVE THAT WE DO OUR BEST TO FIND THE INNER RESOURCES needed for this task because the values we must live and teach in order to accomplish it are not only religious values. They are the basic values in American democracy. The practice of them is the price we must pay if the way of life we seek is to survive here or any where else in the world.—MURIEL W. BROWN, *Federal Security Agency, Office of Education*.

## Why Guidance?

*If parents and teachers are to help children develop democratic personalities, there are some basic understandings they must have of themselves as guides, of the processes of human development, and of the environment in which they live and work with children. Laura Zirbes, professor of education, Ohio State University, and Chairman, Board of Editors of CHILDHOOD EDUCATION, discusses these understandings and points out their implications for education.*

**N**O SINGLE STATEMENT WILL SUFFICE to tell why children need guidance. There are distinctive needs for guidance at every level of child development and types of guidance which suit diverse needs.

Parents clearly have a guidance role which needs to be adjusted as children grow. They need to study the relation of child care to guidance at early levels, but the implications of guidance for the development of fine social attitudes are quite another problem.

There are situations in which guidance needs to be substituted for direction or instruction, and every teacher needs to conceive guidance as an integral phase of her professional responsibility. Some of the recent studies of group and individual behavior are full of implications for guidance. It behooves us to sensitize ourselves to their bearings on childhood education. They indicate unmistakably that those who have responsibility for later guidance need more insight into the needs and problems of infancy and early development. They also indicate that guidance during infancy and early childhood has long-term consequences which should be considered by parents and teachers in the interest of the children whose needs are matters of mutual concern and cooperative action.

Warm human nurture and accept-

ance are prime essentials to basic security. Parents or teachers who do not recognize this basic fact need guidance themselves in order that their guidance may meet children's needs. There are related matters on which those who guide children need sound insight.

### ***Some Essentials on Which Parents and Teachers Need Insight***

Basic security is a condition of confident effort. The child who is insecure withdraws when challenged. The first faltering steps are bolstered by faith and trust in helping hands and outstretched arms. But security needs to be combined with challenge or children will bask too passively in the easy comfort of utter dependence on loving care. They need to trust and test their growing powers, and guidance must stand *aside* to foster self help but stand *by* with timely encouragement to minimize the negative aspects of experience and increase the chances of success.

While sound guidance respects the child's right to some measure of adventure, it does all it can to reduce hazards without dulling satisfactions. Guidance which cultivates and couples courage and caution not only protects children against over-confidence but puts them on the way to overcoming the inhibiting fears and anxieties that cramp initiative and block development. Anxious guidance which exaggerates dan-





Warm human nurture and acceptance are prime essentials to basic security.

ger has quite different consequences.

The medium which guidance uses is ongoing experience, but it does not leave the challenges and continuities of experience to chance or caprice. It projects them from present experience in terms of value-relationships for which children are ready. This is not a brief for a fixed curriculum. The projection of sequences of educative experience is an art which requires:

- foresight into the potentialities of alternatives;
- insight into children's needs;
- resourcefulness in the adjustment of environmental conditions;
- tactful timing in the use of vicarious experiences;
- skill in developing relationships that expand meanings and organize or structure learnings;
- sensitivity to group dynamics and individual interests;
- alertness to signs of fatigue, tension, strain or confusion;

responsiveness to the leads and nodes of the experience process;

responsibility for rapport and morale and for the continuous evaluation through which children are democratically involved in problems, value-judgments, plans, and commitments.

Guidance is indeed something which matters very much in the development of democratic personalities. It is needed to safeguard freedom of choice and initiative. Children need to learn that freedom is not absolute. They can only count on freedom when they are guided to respect the intrinsic bounds, limits, and responsibilities of freedom.

This phase of guidance does not give sanction to arbitrary restriction or repression. It fosters intelligent concern for relative values and matures value-judgments. The child who makes a guided choice between two alternatives by weighing values is less likely to expect to eat his cake and have it too. He is learning to face reality. If guidance develops judgment in terms of values under such simple but realistic conditions, it lays the groundwork for more complicated value-judgments and more mature concern for human rights and democratic obligations.

Competent educational guidance seeks to put children on their own with a minimum of formal instruction, didactic training, and coercive direction. It counts on learning in and through experience, and it takes responsibility for making such learning effective. It is thorough-going and scientific in its respect for the conditions upon which learning and development depend, but it is not mechanical and systematic in the sense that it conceives of education as a process of inculcating organized subject matter. It sensitizes children to subject matter in its life contexts, and develops their capacities to organize

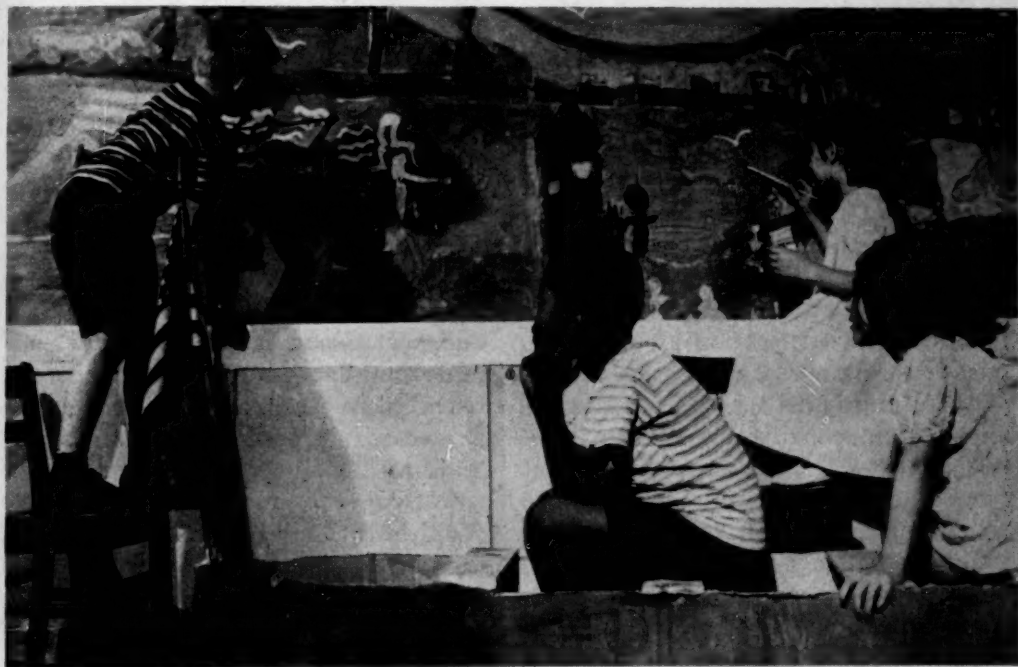
and reconstruct experience so that the more mature, pre-organized subjects are approached at later levels with a vitalized background and with concern for their bearings.

Learning does not begin with elements as elementary education was presumed to begin before the true nature of developmental learning was understood. Learning does not make mastery a prerequisite of use since the functional approach has revealed the importance of learning by doing. We have long known that children need to play with sounds, hear talk, and respond to communication in functional, informal living in order to develop their latent powers into control of the vernacular. The guided, informal process can be studied and understood but it does not begin with systematic lessons

on vowel sounds nor proceed to develop dictated lists of syllables and words in formal array. It does not start with rules and categories. It does not separate talk from active play or count on concentrated attention to steps in a set method. It is no accident that children learn to talk without such formal instruction. It is no accident that speech development responds more fully to insightful guidance and enrichment of experience.

### *Implications for Education*

There are broader implications for education and guidance here. Cupholding is best learned by thirsty children who know from previous guided experience enough to want to take over. But there should be something familiar and satisfying in the cup, and guidance



*Photograph from Play Schools Association, New York*

The medium which guidance uses is ongoing experience.  
These children are re-living a Hudson River boat trip.



should not expect too much skill nor refuse to stand aside when eager effort gives evidence of readiness.

All normal infants learn to turn themselves over, to creep, and to walk. The circumstances of learning differ with individuals and with conditions, but there is a sequence which tells a developmental story.

Nobody thinks of subjecting babies to formal lessons in muscle flexing. Nobody insists that they follow some set procedure step-by-step in good form. Wise guidance realizes that there must be freedom for random movements. It also gives the grasping reflex something to play with, realizing that such play is developmental and satisfying. Then at some subsequent day when nascent powers have been organized to the point of readiness and the attempt to grasp a familiar toy or shining object does not succeed because the object is beyond reach, the whole organism is energized by the purpose, movements are coordinated in new ways, and effort is held at a high level—effort to grasp the object, not effort to turn over or creep or walk. When the effort is successful the satisfaction may be counted on as a basis for further efforts.

Experience and assurance contribute to skill and coordination as well as to readiness for more challenging experience and more mature responses. Guidance which recognizes this normal behavior does not interfere or take over but stands by to encourage effort, to reduce unnecessary hazards, to supply a timely challenge or avert frustration.

All sorts of special aptitudes and abilities can be developed without strain or pressure if guidance knows how to build readiness and pace experience. All sorts of difficulties and maladjustments arise when developmental needs are not

met. It often takes years of very patient understanding guidance to undo what well-intentioned but inept guidance or early pressure did to warp a growing personality. Regimentation and inappropriate expectations are bound to complicate adjustment. What is designated as a child's failure is frequently a failure of guidance or a consequence of pressure.

Children are too often the victims of unwarranted assumptions about education. The assumption that an adult logic provides the framework for children to follow and fill in actually obstructs and violates intelligent adjustment. There are still many textbooks and courses of study based on that assumption.

The assumption that an adult subject matter specialist's ordered knowledge needs only to be broken down into elements, generalizations, and lessons for piecemeal consumption by children has been thoroughly discredited by scientific studies of child development and learning. But those who know nothing of such specialization assume that there is nothing to know, and disparage the developmental, functional approach. Others assume that guidance is a casual, incidental affair or an impractical idea under classroom conditions. Such assumptions have been put to the test and found to be erroneous. They have been discredited in many schools notwithstanding the obstructive effects of conservative influences and unfavorable conditions. The vanguard of the teaching profession has pioneered and equipped itself with the needed insights into child development. The guidance approach is gaining headway in spite of skepticism.

Childhood education has much to gain from a fuller acceptance of the

guidance approach. It is the heart and substance of the role of the modern teacher. Attitudes and habits are ways of responding to experience. Education can do no better than to provide and guide experiences through which developing personalities are structured and matured in their responses to the challenge of worthwhile values.

The modern teacher associates herself with children, not as a task-master or monitor, but as an understanding guide who involves them in experiences which widen their outlooks, enrich their meanings, channel their energies, and develop their potentialities. In such association democratic human relations and dynamic group concerns can be fostered, and functional skills have a better chance to develop and find outlets in use.

It is important for democratic education to focus on the development of personal potentialities and fine human relations, organizing its materials, resources, and procedures to improve living. This conception of teaching and education has little in common with regimentation, mass methods of purveying subject-matter or covering required ground. These concepts fortify the educational lag and have no valid claim to priority or survival.

Modern education has access to more dynamic resources, more good books, more teaching aids, more special services, better teachers. It does not need to pin its faith on anachronistic procedures. It should protect children from the train of negative consequences that may be traced to dependence on pressure at the expense of finer motives. It must take account of basic drives and needs. It must deal constructively with prejudice, egotism, maladjustment, and anti-social aggression during

the formative years, tracing them to their causes and origins, and establishing the conditions that favor personal well-being and social welfare. Only when guidance fosters democratic values in school living and learning, will the lessons and disciplines of school days carry over into better community living. Anything less is dead-end learning which blocks the way to responsible citizenship and social advance.

Wise guidance recognizes the fact that democratic citizenship needs to be developed in years of democratic educative experience. Creative effort needs to be recognized and given a chance. Group thinking and dynamic leadership need to be facilitated. Initiative needs to be cultivated and given social channels. Unquestioning, implicit obedience may be an expedient which authoritarians approve, but it deteriorates easily into abject submission. Furthermore, it is not good for developing personalities because it does not foster self-respect, judgment, and freedom of inquiry on which maturity and democratic citizenship depend.

Extrinsic motivation is not good enough because it undermines integrity and encourages dependence on lures and irrelevant rewards instead of developing sound value-judgments. Good ends should not be made dependent on low means, and need not be.

The fundamentals on which democratic, developmental guidance bases its faith and practice must be broad enough and sound enough to serve as a foundation for effective living. This conception gives childhood education a distinctive liberalizing role and an urgent social function. It makes new and challenging demands on teachers, but its cumulative implications for human values are a high challenge.

## What Is Guidance?

*The roles of the parent and teacher in corrective, preventive, and developmental guidance are discussed by Edna Baxter, director of guidance and reading, Floral Park-Bellerose public schools, New York.*

THE TERM "GUIDANCE" HAS HAD different meanings to educators throughout the United States, and the techniques and methods of guidance have presented a range of possibilities. There are, however, many similarities in concepts and general practices that are considered vital by leaders and laymen concerned about the adjustability of school children. Although definite terms may vary to some extent, it is probably agreed that guidance is intended to *help the child to help himself*.

In the elementary school the child's emotional, social, educational, and physical health are causing increasing concern. To help the elementary school child to help himself may mean more data and better records. It may mean educational guidance in the choice of subjects and school successes. Or it may mean special classes to meet some of his problems. In the high school it may involve vocational, educational, social, and emotional guidance.

We are beginning to realize that feelings as well as behavior need guidance. It is more and more clear that children frequently do not learn because of anxieties, worries, fears, and frustrations. The intellect must be freed from emotional confusion if children are to achieve their best.

Interest in understanding children's feelings and the emotions which keep them from learning has been confined in some school systems to the child who has serious problems, who is a disturb-

ance in the class or who is a menace to the child society in which he moves. In the past it may be that we have concentrated our thought and efforts too much on children whose problems are obvious, whose overt behavior indicates clearly the need for guidance.

The high rate of juvenile delinquency throughout the world today is indicative of but part of the maladjustment and unhappiness that is prevalent among children and youth. Boys and girls who protest their resentments and hostilities toward society are telling us that their frustrations and feelings of futility are unbearable. But there are many children whose feelings are as intense but not as observable as are those of the protesting youth. The withdrawing, quiet children need help in facing their life experiences.

*Corrective* helping of children to help themselves is not the end aim of guidance. It is possible to observe the beginnings of emotional, educational, and social frustrations before patterns of anti-social behavior become fixed. The *preventive* values of guidance are just beginning to be emphasized and there is increasing interest in those techniques and methods which will reach children and prevent maladjustment. The early formative years are the most propitious for preventive guidance.

However, if we are to survive the threats of our atomic age, it is not enough to correct the beginnings of





The permissive atmosphere of the play therapy room allows opportunity for many moods to be expressed.

maladjustment or even to prevent them. The school and the home and the community are challenged today to build positive programs of child guidance which will develop strong, healthy personalities who can withstand not only the social pitfalls they are facing and will face but who may exert also a dynamic force on their child society.

Children of today need guidance in the development of that kind of emotional and social strength which will give them a sense of direction so that they may grow in self-government and be a positive influence. This kind of *developmental* guidance is concerned not only with the individual in the

group but with the emotional and social strength of the group as a whole.

What is the role of the classroom teacher in this triple concept of guidance? What may he or she contribute to the emotional strength of children?

### ***The Role of the Teacher***

Some teachers have always done guidance work. Those who have shared the warmth of their personalities, given of themselves freely because of their interest in and love for children and youth, and been seriously concerned for each individual under their tutelage have been guiding children's emotional and social growth as well as their educational growth.

The classroom teacher holds the key

to the effective guidance program. The best efforts of the wisest experts may be futile unless the teachers are a recognized part of this work. It is common knowledge that the teacher's personality will have a direct effect on children within only a few weeks or months after the school year has begun.

The personal happiness and the professional satisfactions of the teacher are of prime importance. Only as teachers are happy in their work, only as they are relaxed and freed from professional competition that is negative, only as they are made to realize that they are needed and are making a constructive and personal contribution will the school as a whole function effectively in the lives of all those who are a part of it.

The mental health of the classroom teacher is especially important in working with children of the war and post-war years. The international and national tensions and conflicts of today and of yesterday are having their effects on children as well as on teachers and parents. Those of us who work with children must assume the task not only of meeting our own problems of the day but also of trying to put into young lives some feeling of permanence and security in an unstable world.

Many children who have been through family experiences of mobility, divided and multiple discipline, congested housing, and even war loss of family members need parent surrogates or substitutes. These children, bringing their insecurities and emotional problems into the classroom, are changing the role of the teacher from that of subject-matter drill master to that of friend and counselor. While it is true that children need intellectual growth in ratio to their ability to learn,

it is equally true that many boys and girls are not achieving as much as they could because of emotional blockages.

Just as the teacher needs the kind of school in which she feels relaxed and able to do her best work in teaching, so do children need the kind of classroom emotional climate in which they may learn to the best of their abilities. They need to feel accepted as they are, if they are to learn a balance between freedom for the benefit of self and restraint for the benefit of the group.

In some elementary schools today teachers are having in-service education in the methods of individual and group counseling. They are learning to think of their pupils in terms of *feelings* as well as in terms of knowledge to be learned. Through informal, friendly interviews with children they offer their encouragement and personal interest.

Group discussion or group counseling is being led by classroom teachers. In these discussions teachers are learning to:

*Help children express their negative feelings and verbalize their worries, anxieties, fears, hostilities, and resentments. Sometimes children are relieved of guilt feelings by learning that others have similar feelings. Sometimes just sharing negative emotions brings relief from tension.*

Sometimes pupils feel free to discuss with the teacher what she is doing to cause their resentments and hostilities. In these discussions no advice is given and no attempt is made to "solve" pupil difficulties.

*Accept and universalize the child's feelings and hostilities.* For example, a six-year-old child who suffered from nausea on school days talked about his fear of older boys. His teacher, instead of saying that there was nothing for him to fear from older children, accepted his feelings and helped him to realize that other first graders felt afraid.

Sometimes teachers may relieve children's feelings by admitting some of the anxieties and



feelings which they had when they were children *without* telling how they overcame their feelings. It is enough for the teacher to walk with the child through the darkness of his negative feelings without telling him what to do about them.

*Help children develop a problem-solving attitude.* If, during discussions or counseling, children gain the feeling that they can solve their own problems, that with thought and teacher guidance they may be able to understand and meet some of their difficulties, a feeling of futility and defeatism may be overcome. Children need to learn that they have choices of behavior and that there are many ways in which they might react to situations. The teacher may help the child think of the various ways in which he might react to problem situations and yet grant the child the freedom of choice.

*Broaden children's horizons* by stimulating them to think through some of their difficulties. Children cannot always see the different factors involved in their problems of educational achievement, social adjustment, and home conflicts. Through the wealth of her matured years the teacher may guide the child to recognize the factors for himself and to find ways of solving his own problems.

### **The Role of the Parent**

Intelligent parents interested in their children's emotional growth, and most of them are, can learn to think in terms of children's feelings and to realize that feelings and facts are not necessarily related. In several parts of the United States fathers, mothers, and teachers are expressing opinions about children's feelings of security. The children, too, are saying how they feel about themselves. That parents, if not placed on the defensive about their children, will come to the school for guidance and that teachers will think through the problems of individual children are encouraging to those concerned about their adjustments.

Parents are subjected to the same social illnesses that teachers and children are experiencing so that even the possibility of "blame" must be dis-

carded from our vocabularies. The social upheavals of today have made everyone aware of the need for home-school-community cooperation. If defensiveness and fault finding are discarded, the future offers much hope for the guidance of children and youth. The abundance of articles in educational journals and the excellent relationships that have resulted in these schools where school-home cooperation has been attempted give rise to the belief that in the future we may truly expect a community-centered school.

In some schools one may find the child sitting down to talk with his mother, his teacher, and a guidance worker without any thought of criticism or blame but rather for planning together to overcome his problems. In some schools one may find older children—those who are able to take responsibilities—moving throughout the grades, assisting in numerous ways, even helping some retarded children with their work.

Therapy rooms where children who cannot verbalize their difficulties can play out their feelings have appeared in public schools. Opportunities are provided the parents for guidance and help through group meetings and individual conferences. Meetings in which children, parents, teachers, and community representatives sit down together to talk out problems in human relationships are being held and efforts are being made to bridge the gap between childhood and adulthood.

Are guidance objectives to be limited to *helping the child to help himself*? Or may they be broadened to include the entire school personnel and to envisage the objectives of learning how to live together and to create happy human relationships?

# Children Need Parents

*Esther Prevey, director, Department of Family Life Education, Kansas City, Missouri, public schools, discusses ten areas in which parents must function if they are to guide children well.*

**M**ISS APPLEBY, THE FOURTH GRADE teacher in a city school, locked her door one Friday night and sighed, "I declare, Johnnie Lee would be better off in a good institution a long way from his mother." In every school there is at least one youngster who some teacher thinks would be "better off" without parents.

Mary, a ten-year-old, is one of those children that the teacher thinks would be "better off" in a good home for children. The juvenile court thinks so, too. She has been placed in a well-run institution staffed by kindly, understanding people. The accommodations are good. The food is excellent and the boys and girls are well dressed. A progressive, worthwhile activity program is planned for them. Mary still sees her mother and occasionally stays with her over the weekend. Of the institution Mary says, "I like it here. The furniture is nice. The sheets are cleaner than at home. The boys and girls are fun. But I'd rather be at home with my mother." One may wonder what this poorly equipped mother gives to her child that cannot be given by the home in which she has been placed.

## **Areas in Which Parents Must Function**

American society, as in most cultures, has accepted family life as being the best way of living. By our actions we have indicated belief that at least the majority of boys and girls can be reared most adequately by parents. Yet,

we all know that some adults are more successful in this job than others. Perhaps this is the time to take stock asking, "What is it that children must have from parents?" Or, "What kind of parents is it that children need?" Assuming that we are working toward the goal of contented, useful, and well-adjusted children and adults, this writer suggests that there are at least ten areas in which parents must function.

*First*, boys and girls need parents who are able to provide them with the food, shelter, and clothing necessary for adequate physical health and growth. They must have mothers and fathers who appreciate that a healthy body is the foundation for an enjoyable and useful life. Establishment of good habits of eating, rest, activity, and general hygienic living is basic. Emphasis on prevention of illness is equally or more important than treatment once illness occurs.

It must be remembered that promotion of a state of physical well-being depends in part upon knowledge of essentials. Nutrition, for example, cannot be on an optimum level if the mother or father has no conception of the elements of an adequate diet. Similarly, parents must know how much rest children require or what kind of activity promotes health. Emotional factors involved also have to be understood. Every mother knows how difficult it is to make a child eat when he does not want the food or to persuade him to go to sleep in unfavorable circumstances. Opportunities for learning about children's needs thus become important. Programs of parent education dealing with the real problems of parenthood have proven their worth in many communities. This will be discussed later in greater detail.

Parental knowledge is a number one factor. However, the economic status of the family

must also be taken into consideration. Parents can hardly be severely criticized for failing to provide for health needs if there is no way to stretch the family budget to cover necessary expenses. Here is a social problem with which all citizens interested in the welfare of youngsters and in the future of the nation must be concerned.

*Second*, children need parents who can give them security—an over-worked term frequently used to cover up ignorance or inability to solve a problem. It is true, however, that especially in this day of unrest and excitement when many adults seem too much confused the younger members of the home should be surrounded by security which will protect them and at the same time allow for experimentation, investigation, and curiosity.

Security is a complex pattern involving feelings of confidence in oneself, in others, in one's environment. Evidence indicates that the basic feelings of security are laid down early in life. Fortunate, indeed, is the child who has a mother and father who will help him develop his abilities that he may function with all his powers; who will assist him in developing acceptable skills; who will help him to believe in himself and his worth but, at the same time, not go to the extreme of placing his own value above all others; and who will help him to see the worth in other people. Fortunate also is the child with parents who encourage him when he fails or is afraid to try, and who praise him for honest effort even though the result may not be as desired.

*Third*, children need parents who give them affection and friendliness. People are made to live with other people. Some intimate contacts involving deep affection are essential to general well-being. The person without affection in his life soon becomes neurotic. Youngsters and youth have as great need in this direction as adults. They may not always admit it or act as if they wanted it, but the need is there. Whether two or twenty-two, boys and girls must have someone with whom they may share joys and problems. They have to feel that someone believes in them no matter what happens. A person who really cares and acts as if he cares is more important to happy childhood living than yeast is to bread. No one can fulfill this requirement of children so well as adequate parents.

Mary, the little girl mentioned earlier, is an excellent illustration. She wanted to be at home

with her mother because of the bond of affection between them. She was loved and knew it. She belonged there and knew that, too.

*Fourth*, children need parents who take them into the family circle, give them a place in that circle, and let them know that they really belong. This belonging is a must if the youngster is to grow socially and emotionally. It is only as we have a place in the world that we develop a sense of responsibility for others. This place is established first in the family group. Equally important, however, it is through this experience of actually being part of a group that we learn our first lessons in democratic living. Two examples may illustrate the meaning of this statement:

Mr. and Mrs. Smith have three teen-age girls. For several weeks now they have been trying to decide whether they will buy new furniture or a new car. This is a family problem, not a parent decision. It has always been this way in the Smith home.

One day last summer, Mrs. Dore discussed with her two children, ages four and six, how to get the work done so that they could go on a much desired picnic. Family planning was the technique utilized in deciding where to go and what to put in the lunch.

Children need parents who consider they belong to the family sufficiently to share joys and sorrows, problems, privileges, and responsibilities in accordance with their ages and abilities. The home thus becomes a real family circle, not two people with several attachments in the form of youngsters.

*Fifth*, children need parents who can help them grow emotionally. Since emotionally mature adults are the result of experiences which have gone before, it is a great advantage to have spent one's early years in a satisfactory atmosphere. Love, anger, and fear patterns of behavior certainly are laid down early in life. Therefore, they are the responsibility first of the parent. Mothers and fathers determine, at least to a degree, the youngster's whole emotional approach to life, including contentment or dissatisfaction, ability to enjoy, reaction to disappointments, sorrow or grief, ability to face reality and accept that which cannot be changed or avoided.

*Sixth*, children need parents who can help them grow socially. Social skills and attitudes are learned through actual experiences. Wise parents will consider their own feelings toward people. Adult prejudices, habits of gossip, ability to enjoy people and accept friends as they are, and appreciation of the worth of others



are only a few adult attitudes that influence children's outlook. Experiences are equally important. Wise parents also will arrange a wide variety of social experiences for their boys and girls, teaching them as they go the necessary skills.

*Seventh*, children need parents who will help them develop worthwhile and practical attitudes. Building attitudes whereby one lives is like any other learning. It is a slow process subject to change, with the most effective teaching probably done by indirect means. This is the reason for the importance of parents. They live close to children on a twenty-four-hour basis for days, weeks, months, and years.

What attitudes are important? A few may be mentioned. Children need parents who can give them satisfactory attitudes towards life in general, who can help them build useful attitudes toward work and play, who can help them formulate attitudes of understanding of others and feelings of responsibility for community welfare.

*Eighth*, children need parents who are cognizant of the fact that we are spiritual beings, and who will offer appropriate guidance. Early in life we begin the process of relating ourselves to others. Later this relating process must expand to the world and universe. Gradually, faith encompassing one's relation to the eternal has to be developed. Moral and ethical standards of behavior are a necessity. Some things are right and some are wrong. Attitudes of humility and humbleness are part of the picture. Who but parents could guide the nation's youth in this way?

*Ninth*, children need parents who will provide experiences in freedom and control. Someone has said that our sin is one of omission in the area of granting freedom. If boys and girls are to become self-directing individuals using their initiative and other abilities, they must have one opportunity after another to make decisions and choices, to use their own ideas, and to make and carry out plans. This never means that parental guidance and help in evaluating ideas, plans, and conduct is unnecessary. But guidance means true guidance and not supervision to the extent that there is no room for experimenting and learning through success and failure.

Experiences in living under control are equally essential to balance those under freedom. At a young age boys and girls should discover that there are rules and regulations which govern behavior. The four-year-old cannot run his

wagon into the neighbor's flower bed in order to satisfy his desire for activity. As boys and girls grow older they need opportunities to help formulate the restrictions or controls on the basis of group welfare.

*Tenth*, children need parents who are mature, well-adjusted, have a sense of humor, and who are up-to-date. The best insurance for the future which any young person can carry is a family group headed by parents of this kind. Grown up, modern adults living with children on a friendly and companionable basis will teach by their actions, words, and beliefs. Thus our culture is transmitted from one generation to another. A sense of humor plus the ability to put oneself in the child's place will overcome many an obstacle. One little boy earnestly looked at his daddy who was being over-demanding and said, "How would you like to be your own little boy?" Mothers and fathers might frequently ask themselves, "How would I like to be my own little boy?"

### ***Parenthood Must Be Prepared For and Worked At***

Knowledge about child rearing does not come automatically with the birth of the child. Skill in bringing up children may be acquired in many ways. Living with them twenty-four hours a day probably will teach intelligent adults as quickly as any way. Making use of the results of research and the experience of others will supplement the practical knowledge gained by living with children. The parent education movement has gained impetus because parents have discovered they can learn from each other and from the so-called expert. Teachers would do well to encourage mothers and fathers to organize and attend discussion groups on child behavior and family relationships. They would do well also to acquaint parents with good reading materials in the area of child development and family life education.

The content of parent education determines its value. To be useful this type of program must deal with the

real problems of parents. It has to be sufficiently flexible to change with the interests of the group. It is interesting to note the kind of problems with which fathers and mothers are concerned.

In one city school program<sup>1</sup> parents constantly seek information about the following: growth patterns, developing a sense of responsibility, helping children and adults have good mental health, building family traditions, developing desirable social skills and attitudes, play and play equipment, sex education, tensions, and emotional stability. These are only a few of the many questions studied. The child development picture, everyday problems of child rearing, basic needs of children, adult adjustment, family relationships, home-community relationships, and the principles of mental health are the main areas which receive attention. The aim is to interpret the facts of research and to encourage parents to think through their own family problems.

Children are not the only ones who

<sup>1</sup>Department of family life education, Kansas City, Missouri, public schools. During 1947-48, 107 parent groups met regularly for study and discussion of problems in child rearing and family life.\*

need parents. Teachers, too, need parents—the parents of the children under their guidance. From parents teachers can learn of the hopes and fears of youngsters. They can learn more about their assets and perhaps liabilities. They can discover events of the past that may have bearing on the present, and even the future. They can better understand and appreciate the boys and girls with whom they work each day.

Yes, children need parents but not just any kind of parents. Parenthood is a responsible profession for which preparation should be made and for which continual in-service training is necessary. Children need parents who can inspire and guide them, who can encourage growth, and who can help them integrate all aspects of development into well-rounded personalities. Above all they need parents who can give them wise affection and companionship, stimulating them to be independent but not too independent, and assisting them to be self-directing but at the same time able to work in cooperation with others in a way which brings joy and happiness to themselves and their associates.

### *A Prayer for Bill*

By THEODORA JANE VAN DE MARK

PLEASE, GOD,  
Give me wisdom and judgment and understanding;  
Give me knowledge of when to help,  
and when to leave him alone  
to solve his own problems.  
Keep me  
From overemphasizing activity  
And underemphasizing silence and solitude.  
Help me  
To awaken in him  
a wholesome curiosity about this world;  
To be sensitive to and interested in others.  
Help him  
To meet his disappointments and failures;

To accept his successes.  
Help him  
To be glad and anxious  
to do a little more than his share;  
To be willing at times  
to be part of the chorus  
and not always the center of the stage.  
Help him  
To know he is loved and needed  
for the little things he does;  
To be self-reliant  
but to know when to ask for help.  
Help him  
To grow and to stand on his own two feet  
And to be happy about it.



# Guidance for Human Relations Education

*The beliefs, attitudes, and perceptions about social groups that children have when they first come to school, and what teachers and parents can do about them are discussed by Helen Trager and Marian Radke, based upon their findings in the Philadelphia Early Childhood Project.*

GRANTED THAT THE GUIDANCE APPROACH in education is the correct one, it is only recently that we have begun to realize that there is much more to this process than had originally been supposed. Even the progressives, who are very much concerned about the society in which we live, tend to center their educational goal around personality adjustment of the individual child.

It has become shockingly apparent, however, that guidance for personality adjustment fails unless educators take social factors into account; factors of status, the need for group identification, economic pressures, political choices directly or indirectly affect children everywhere. Hatreds, prejudices, and conflicts of the adult world are reflected to a certain extent in *every community* of the United States. They stem, in part, from the very multiplicity of groups in American society and the individual's inability to adjust to them. The unrealistic craving for simplicity, i.e., for a non-existent homogeneous society, and the tendency to identify exclusively with an "in-group" create problems that require a more profound concept of guidance.

The war and its aftermath for a time dramatized the urgency of effective education for intergroup understanding. In Germany, we saw painted in

blood for thirteen years the horrible and ultimate effect of prejudice and discrimination. More recently, nevertheless, there has been a tendency in education to forget and to revert to an acceptance of the status quo.

How account for the retreat? Possibly those who sought a cure-all "plan" are disillusioned and others have become impatient with the necessarily slow re-education that is required. It is reassuring, however, to see that in the public schools of several cities in the United States there are educators who have not retreated but have, instead, continued to search for better methods of guiding youth toward democratic human relations.

In one such city, Philadelphia, a research project<sup>1</sup> that has been carried on for three years demonstrates that guidance must recognize the importance of social factors. In this study, which involved teachers of kindergarten, first, and second grades from five schools in different type neighborhoods, one area

<sup>1</sup> The Philadelphia Early Childhood Project was made possible through the cooperation of the Philadelphia public schools; the Bureau for Intercultural Education, New York; the Research Center for Group Dynamics, Massachusetts Institute of Technology; and the Philadelphia Fellowship Commission. Helen Trager of the Bureau for Intercultural Education is project director; Leslie Cushman of the Philadelphia public schools is responsible for administrative arrangements within the schools; Marian Radke of the Research Center is responsible for scientific supervision; and Mary V. Thompson, a collaborating teacher of the Philadelphia public schools, is supervisor of classroom activities.

of the research centered around five- to seven-year-olds' social awareness.<sup>2</sup> What beliefs, attitudes and perceptions about social groups do children have when they first come to school?

Analysis of over five hundred anecdotes recorded in school by the teachers themselves indicates that at least one of our popular beliefs is not well founded. A few illustrations follow:

Doris (white): "My father's coming home Saturday. He's looking for a house in Baltimore. He says there's a lot of 'colored' there. I don't like 'colored.'"

Connie, during reading lesson when baby's name, "Sally," is first introduced: "There's a Sally on my street. She goes to Catholic School. My mother says it's a shame she's a Catholic."

Johnny, helping pull off Louis' leggings with him: "A man called my father a goy."

Louis: "What's goy?"

Johnny: "I think everybody around here is a goy. But not me. I'm Jewish."

Child, looking through school stairway window: "See that. That's my church. Not the big one you see. There's a little one next to it. You can't see it. All us Lutherans go there."

That kindergarten children are aware of social groups, may be affected by group attitudes, can identify with groups is apparent from the many types of data analyzed. These data challenge the notion that young children react to individual persons but ignore or are unable to understand "groupness." To think that the child does not acquire a concept of color or class because his first contact with them is through individuals is to delude our-

<sup>2</sup> The neighborhoods might be differentiated as follows: School A—population Negro, predominantly low income level; School B—population white, predominantly Protestant, fourth generation American, lower middle income level; School C—population Italian-Catholic and Jewish of east European origin, first and second generation American, middle and low income level; School D—population twenty-six national origins, predominantly white, some Negro, Catholic, Jewish, Protestant, lower middle income level; School E—population predominantly Negro, some white, predominantly Protestant, low income level.

selves. A white child may react favorably to the colored "mammy" but this does not prevent him from having hostility to the idea of Negro-ness itself nor from rejecting Negroes. Witness descriptions of the Negro given by first-graders in a projective-type test situation:

"Germans are real light and niggers are real black."

"You'd be afraid of them 'cause some are real dark. Some have guns in their pockets. If I see one I walk away."

"They do things bad and all, they're brown and don't have no hair. They're bad. White people don't allow colored people in their church. They have all kinds of diseases all over them."

"Some are bad, they fights all the time and cops get after them."

"When they run their eyes and mouth get purple, like a wild cat."

Analysis of data on over 750 children—their school behavior, responses in interview and projective situations, conversations at play—reveals that when they first come to school they already not only identify with their own groups but have emotional reactions to other groups and make value judgments about them not always based on first-hand experience:

John, coming into room slowly: "I didn't get to New York. Do you know why? My mother was afraid on account there's a strike, because niggers throw bricks and they stop the trains, and they might hurt you."

Anna: "When I was coming out of the dressing room, Peter called me a dirty Jew."

Teacher (aside, a minute later): "Why did you say that, Peter?"

Peter, earnestly: "I didn't say it for spite. I was only playing."

John, boastfully to playmates: "Catholics are better'n everybody!"

Joe: "Why?"

John: "Catholics learn better."

Since children mirror the conflicts of the social world about them, the task

for the teacher interested in guidance for good human relations becomes more clear:

She knows that children cannot live in contact with the adult world of conflict without absorbing some of it and, to that extent, becoming a part of a conflict world.

She suspects that these conflicts will be registered in their personalities and that they will have given rise to a set of values.

She understands that these values are constantly in operation and affect the child's assessment of himself and others, his status and theirs as he sees it.

She will be well aware that these conflicts and values will affect the learning processes of her pupils.

Whether her children come from the comfortable homes on the hill or the low income housing project near the factory; whether they do or do not all belong to the same church, are Mayflower descendents or immigrant stock Americans; whether the children do or do not "mix" in work and play—all of them regard themselves and others on a rating scale of acceptance-rejection. Whether "other" groups are present or absent in the school, nearby or distant to the school, children nevertheless have a system of values by which they assess people of "other" groups. This learning through life outside of school is indisputably with the child in school. It is the "citizenship education" he acquires, without benefit of teacher, from the culture in which he lives and before he learns his Three R's.

#### ***Where Can the Teacher Start?***

If the teacher is to give effective guidance to children in the area of human relations, she must know first what are the values her pupils hold. No amount of guidance by admonition and precept will substitute. Knowledge about the child's home background

and familiarity with his community is the second area for insight.

*What generalizations are made, characteristics ascribed to, expectations held for different groups in and out of the community by the children? What are their beliefs, fears, hopes of which groups in the neighborhood?*

How can the teacher understand children's life problems, no less give guidance to them in their living and learning, unless she knows about the community in which the problems arise and the standards and conflicts that induce the problems? This knowledge coupled with systematic records as to the child's beliefs, values, and behavior becomes the basis for guidance through the curriculum itself.

#### ***Diagnosis: What Techniques Are Helpful?***

Scientific methods of observing and recording children's behavior at work and play; their conversations; friendship choices; the recurrent themes in their dramatic play, story telling and art work when employed by the classroom teacher can yield valuable data.<sup>3</sup> Techniques<sup>4</sup> until now used exclusively for study of individual personality may be readapted for study of social attitudes. A word of warning: where children are accustomed to conforming to teacher standards and are inhibited and afraid of expressing their feelings, pupil-teacher rapport must first be established. This can only be done gradually and over a long period of time if significant records are to be obtained. Assurance that the teacher is accepting,

<sup>3</sup> See Chapter III, "The Primary Teacher," in *Intercultural Attitudes in the Making*. Ninth Yearbook of the John Dewey Society. New York: Harper, 1947.

<sup>4</sup> A book now in preparation with the assistance of the teachers in the Philadelphia Early Childhood Project describes the procedures used throughout the study and presents the evidence on outcomes.



permissive—a friend—must be felt by all the children all the time, if she hopes to give guidance in human relations.

Knowing what are the beliefs and social awarenesses of the children gives direction to curriculum planning. Stimulating experiences planned to elicit group and individual reactions can be focussed on different aspects of neighborhood life with exciting results. No neighborhood is so "homogeneous" that differences do not exist in people, occupations, food habits, housing, buildings of worship, holidays, languages. How children see "difference"—whether descriptively, hostilely, comparatively, in terms of their own experience, in terms of hearsay—these are the clues to the teacher who is seeking direction toward effective guidance. Only as she understands how children already see "difference" can she help them to observe at first hand that "members of the human race are after all essentially alike, at the same time that different groups of people maintain different designs of living."<sup>5</sup>

#### *Curriculum to Meet the Needs of the Child*

"Curriculum has a reality, a purpose, when it is built on the child's needs," good teachers have said and believed for many years. Only now do we realize that the child's need to understand the world in which he lives goes deeper than we had once supposed. His world is not merely a "thing" and "process" and "place" world. It is a world of people and relationships that go beyond the family where many of his values, but not all of them, derive.

The sterile family and neighborhood life pictured for him in the average

primer is a paper doll world where any resemblance to his own is purely accidental. For not many children is their real world peopled by the usual reader "types"—mama; papa; sister; brother; Spot, the dog; Snowy, the cat; a little white house; a big black auto, and grandmother on the farm. The real world for Henry may be in a family that looks, acts, and talks differently from Mr. and Mrs. Brown. If his own folks are patterned after the "stereotype," then surely he has already met or someday will meet families that are different from his own. On what basis will he judge them? For many children in the United States, houses are not suburban or middle class; fathers are not white collar workers; mothers are not manicured, permanented ladies in streamlined kitchens complete with deluxe washing machines.

A curriculum to fit the needs of the child need not be a curriculum of bits and pieces suited to forty-five individuals even in this area of fears, hates, myths, and stereotypes. By and large, neighborhoods have anxieties and fears that center around certain groups. They have mores and taboos that affect large numbers of children rather than one. The curriculum needs for guidance in human relations can be planned for groups in the class in much the same way that arithmetic or spelling is planned for groups. A one-to-one relationship of teacher to pupil is neither necessary nor desirable. Group techniques and methods of group therapy can be used successfully in guidance so that the already over-burdened teacher's work becomes more efficient.

#### *Conflicting Values*

For the five-year-old who has been told over and over again by the anxious

<sup>5</sup> *Projective Methods*. By Lawrence K. Frank. Springfield, Ill.: Thomas, 1948.

adult just which streets are all right to walk through and which are "bad," it is a logical short-cut to ascribe "bad" to the whole group of people who live on the "bad" street. When some fathers' jobs are considered "good" and others are not good enough to be mentioned, feelings of inadequacy, superiority, shame, condescension creep into children's relationships.

The problems that the young child faces in his effort to understand the social world become more mixed up in his mind as parents, teacher, and preacher repeatedly urge him to live by the Golden Rule. For although by and large the discrepancy between adult behavior and beliefs is considered "normal" by many of us, it puzzles children as do also the restrictions imposed by adults on children in their choice of playmates. This confusion for the young child makes acceptance of the stereotypes as a short-cut and aping of adult prejudice an easy step that should be a challenge to the socially aware teacher.

#### ***What About the Parents?***

Precisely to what extent children accept the attitudes and beliefs of their parents is not known. Our experience in the Philadelphia Project leads us to the old conclusion that, in general, parent values play an important part in the attitudinal learning of children. It might, therefore, be argued that for the school to attempt guidance in human relations is to create conflict. For if the teacher tries to help the child unlearn his feelings of hostility toward and rejection of groups, he will be faced with a conflict in home and school values.

The reply to this argument is clear. If the school embarks on a program of

guidance for better human relations, it will succeed only to the extent that parents accept and understand the school program. If parents' support is not enlisted, if parent re-education does not go on at the same time, the child is faced with new conflicts, the school program will probably not be very significant in its effect, and sooner or later misunderstanding and antagonism in the community-school relations will result.

Are parent interests in human relations education and support for it difficult to achieve? Parent interviews\* with one hundred families in Philadelphia (parents of children from five different neighborhoods in the study referred to earlier) throw some light on this question and others. Briefly, these generalizations emerge:

On the whole, parents say they want to see their children grow up in a better, more decent, more peaceful world, though many see this "decent" world co-existent with group prejudices.

Most parents are aware of the intergroup conflict in and about the immediate community.

Many parents feel inadequate when faced with the need to explain "differences"—racial, religious, nationality—to their children.

Many parents expect the school to help their children to learn more about people and "living together" than they, the parents, know. They see this as necessary, desirable education that they are not trained to give. (Some parents feel too emotional about race relations and religious differences to be able to talk to their children about them.)

In general, parents are willing to accept more of intergroup friendliness for their children than they subscribe to for themselves.

It would seem from the results of these interviews that there is a basis for parent-school cooperation and that the direction of that cooperation is clear,

\* Results in detail to be published shortly.



even though many questions have yet to be explored further.

During the three years of the Philadelphia Project's life, parent support was not sought due to policy beyond our jurisdiction. However, there were several opportunities to observe how parent involvement in the children's experiences affected their interest and, ultimately, their values.

During the seven weeks of experimentation (where specially trained teachers used various methods and materials to test their relative effectiveness on first grade children) parents were brought in to help. Some of the situations into which they were brought were difficult and strained, for group factors were deliberately introduced.

Since parents were used as assistant teachers and because they accepted their responsibility with some seriousness, they invariably followed the example of the classroom teacher. Interestingly enough, this happened in spite of the suspicion, trepidation, and resistance with which the mothers anticipated these events. Invariably, they conformed to the behavior expected of them by the teacher (and this with no background, briefing from the teacher or pre-planning, or on-going relationship with the teacher). In other words,

whether the parents accompanied the teacher and class to a different neighborhood; met persons of another religion, race, economic class; helped the teacher and children to make strangers feel at home in their school—in every instance, regardless of the mothers' own values, they conformed (on the behavior level) to the school's standards.

The behavior of parents was often stiff, self-conscious, even awkward, but only in the beginning of the social experience. Soon the children's relaxedness reassured them and timidity was followed by feelings of relief and then pleasure. The most important criterion was, "Is it good for the children?"

There is the bridge between school and home, between teacher and parents—"Is it good for the children?" Guidance that is concerned with good adjustment of not only each child but of all the children in a good society is moving in the right direction. For it recognizes that this is not the best of all possible worlds yet sees hope in man's ability to make it better. Man's ability to do so will be determined by two things above all: his ever-broadening concept of a democratic society and his determination to live what he believes. Teachers can guide children, even young children, to understand and behave accordingly.

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### *Guidance Techniques*

By KATHERINE G. STAINS

WE VIEW THE LAND

And see what we please.

We burn it up

Or grow hearty trees.

# Building Secure Children In Our Schools

*Celia Stendler, assistant professor of education, University of Illinois, examines some stereotyped notions about how children grow and develop, points out the fallacies in them, and discusses the positive contributions of other beliefs to the adjustment of children.*

IN 1942, A STUDY WAS PUBLISHED which had important bearings for classroom teachers in America. This was a study of the emotional adjustment of children in three large public schools of a midwestern city. On the basis of the evidence which Rogers presents, the average classroom teacher can expect that twelve per cent of the pupils in her classroom will have seriously maladjusted personalities and that as high as thirty percent will show evidence of being poorly adjusted to some degree.<sup>1</sup>

Those who are raising eyebrows at these figures and questioning whether the situation with regard to mental health is as serious as Rogers pictures it may be interested to know that the judgment of other experts supports Rogers' estimates. Indeed, one mental hygienist has estimated that out of one hundred children in school, one or two will spend part of their lives in jail, eight or ten will be committed to mental institutions, and thirty to fifty will be maladjusted to a lesser degree.<sup>2</sup>

Sociologists, too, are pointing out

that the kind of social order in which we live is creating serious personality disturbances. James West argues that "'rugged individualism' exacts a heavy toll in the security of the individual by compelling him to maintain defensive hostilities to all around him outside the family unit and even within it."<sup>3</sup> A social order which fosters extreme competitiveness, hostility, and envy is not conducive to the best mental health.

Many teachers will support Mr. Rogers and the other authors quoted who share his point of view. Indeed, some teachers feel that the number of maladjusted children may be increasing. There are primary teachers who report that they are dealing with more children in their classes who are emotionally disturbed than ever before. There are junior high and senior high school teachers who are disturbed by the increasing number of difficult pupils with whom they come in contact.

Even if many teachers feel that predictions of the number of individuals who will have personality disturbances are exaggerated and that the situation is not as dark as has been pictured, nevertheless most of us will probably agree that many of the pupils with

<sup>1</sup> "A Study of the Mental Health Problems in Three Representative Elementary Schools." By C. R. Rogers. In *A Study of Health and Physical Education in Columbus Public Schools*. Bureau of Educational Research Monograph No. 25. Columbus: the Bureau, Ohio State University, 1942.

<sup>2</sup> *Mental Hygiene: A Manual for Teachers*. By J. D. Griffin, S. R. Laycock, and W. Line. New York: American Book Company, 1940. Pp. 1-291.

<sup>3</sup> *Plainville, U.S.A.* By James West. New York: Columbia University Press, 1945.

**The Association for Childhood Education, International**  
**invites you to attend the**  
**1949 STUDY CONFERENCE**  
**April 18-22 - Salt Lake City, Utah**



**Theme: "TIDAL WAVE OF CHILDREN—the Challenge, the Problems, the Plans"**

**Place**

Headquarters, Hotel Utah.

General sessions, study classes, interest groups, and other features in hotels and various community centers.

**Attendance**

Open to A.C.E. members and to non-members.

**Registration**

Registration by mail from January 15 through April 1. Early registration reserves for you a place in the study class of your choice. Use the form on the next page and be sure to enclose your check or money order.

When your registration form and check are received at Washington Headquarters, a receipt, a list of study classes, and a list of other conference events will be sent to you.

You will then check your first, second, and third choices and return both lists to Washington Headquarters.

On arrival in Salt Lake City you will present your receipt at the conference registration desk at Hotel Utah and receive your study class enrollment card, tickets for other conference events, and the official program.

**Important**—those who wait to register at Salt Lake City cannot be assured of enrollment in a particular study class or community excursion group.

There will be a choice of two types of registration:

1. **Complete Conference Registration** covering 5 days—Monday through Friday
2. **Special Study Class Registration** covering 2 days—Thursday and Friday

Non-registrants and Special Study Class Registrants may attend day-time general sessions and interest groups on Monday, Tuesday, and Wednesday upon the payment at each session of a door fee of 75c. Evening sessions will be open to the public.

Those choosing **Complete Conference Registration** receive:

- Official badge—admits you to *all events* except where special tickets are required.
- Official program, annual reports, *The Branch Exchange*, and working materials.
- Privilege of registering for Consultation Service.
- Exploration Day ticket
- Study Class Ticket
- Conference report—mailed before June 1.

Those choosing **Special Study Class Registration** receive:

- Official program, annual reports, and working materials.
- Study Class ticket—also admits you to Friday afternoon general session.
- Conference report—mailed before June 1.

This section of **CHILDHOOD EDUCATION** has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to register for the conference should use the registration form on page two. Those wishing hotel accommodations should use the form on page two, and mail it directly to the Housing Bureau in Salt Lake City.



**REGISTRATION FORM—ACEI Study Conference—April 18-22, 1949—Salt Lake City, Utah**

Name \_\_\_\_\_ Professional Position \_\_\_\_\_

Street and Number \_\_\_\_\_ City and State \_\_\_\_\_

I plan to attend the Conference.

*Check one item in each group:*

Enclosed is my check for \$ \_\_\_\_\_

**Group 1, Membership Status****Group 2, Professional Position**

Complete Conference

Registration \_\_\_\_\_ \$7.00 ☐\*Students (Undergraduate) \_\_\_\_\_ 3.00 ☐

Special Study Class Period

Registration \_\_\_\_\_ 3.50 ☐

(Thursday and Friday)

\*Students (Undergraduate) \_\_\_\_\_ 1.50 ☐

- ☐ Officer (ACEI)  
☐ Staff Member (ACEI)  
☐ Life Member (ACEI)  
☐ Committee Member (ACEI)  
☐ Branch Delegate

- ☐ Contributing Member  
☐ Branch Member  
☐ Non-Member

- ☐ Nursery School  
☐ Kindergarten  
☐ Primary  
☐ Intermediate  
☐ Principal  
☐ Supervisor  
☐ Superintendent  
☐ Faculty Member  
☐ Undergraduate Student  
☐ Parent  
☐ Community Worker

☐ \_\_\_\_\_

\* Students, give name of college \_\_\_\_\_

Send to: Association for Childhood Education, 1200 15th St., N. W., Washington 5, D. C.

**HOTEL RESERVATION**

Hotels and rates are listed below. Use the form at the bottom of this page. Because of the limited number of single rooms available, where possible, request rooms to be occupied by two or more persons.

All reservations must be cleared through the Utah Housing Bureau. ALL REQUESTS FOR RESERVATIONS MUST GIVE DEFINITE DATE AND HOUR OF ARRIVAL, DATE AND APPROXIMATE HOUR OF DEPARTURE, NAMES AND ADDRESSES OF ALL PERSONS WHO WILL OCCUPY RESERVATIONS REQUESTED. If hotels of your choice are unable to accept your reservation, the Housing Bureau will make as good a reservation as possible elsewhere.

To the HOUSING BUREAU

ACEI Conference

Box 329, Salt Lake City, Utah

**All Reservations Must Be Received  
Not Later Than April 1, 1949**

Please reserve the following accommodations for the ASSOCIATION FOR CHILDHOOD EDUCATION IN SALT LAKE CITY, UTAH, on April 18-22, 1949:

HOTEL — Mark your choice  
(1st, 2d and 3d) opposite  
name of Hotel:

\_\_\_\_ UTAH \_\_\_\_\_  
 \_\_\_\_ NEWHOUSE \_\_\_\_\_  
 \_\_\_\_ TEMPLE SQUARE \_\_\_\_\_  
 \_\_\_\_ NEW GRAND \_\_\_\_\_  
 \_\_\_\_ MILES \_\_\_\_\_

MOTELS: (\$5 deposit per  
person required)

\_\_\_\_ COVEY NEW \_\_\_\_\_  
 \_\_\_\_ AMERICAN \_\_\_\_\_  
 \_\_\_\_ LUNT \_\_\_\_\_

**CIRCLE YOUR CHOICE OF ACCOMMODATIONS AND RATES****For one person****For two persons****Double Bed****Twin Beds**

\$4.50 - 12.00	\$6.00 - 14.00	\$7.50 - 14.00
3.50 - 6.00	4.50 - 8.00	6.00 - 9.00
3.00 - 4.50	4.50 - 6.00	6.50 - 8.00
3.00 - 4.50	4.00 - 6.00	6.00
3.00 - 5.00	5.00	6.00

(Special rates available for three or more persons in room or suite at hotels and motels)

4.50	5.00	5.50
	3.50	

ARRIVING at Hotel (date) \_\_\_\_\_ Hour \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Leaving (date) \_\_\_\_\_

THE NAME OF EACH HOTEL  
GUEST MUST BE LISTED.

Please attach names and addresses  
of all persons who will occupy  
the rooms requested.

Name \_\_\_\_\_  
 Street and Number \_\_\_\_\_  
 City and State \_\_\_\_\_

(To be signed by individual requesting reservations)

## **Exploration Day**

Tuesday, April 19, will include school visiting, new experiences, and community excursions. You may either spend the day *in* Salt Lake City or you may go *outside* the city.

1. *In Salt Lake City:* The city schools are closed for the week so that teachers may participate in the conference but a few school buildings will be open and teachers will be there to explain the work and exhibits. In other buildings, studio experiences and special discussion groups will be offered. Guided "walking excursions" to points of interest in the city will be available.

In order to open the proper number of schools, studios, and discussion groups, reservations must be made for the experiences of your choice.

2. *Outside the City:* Thirty schools in districts outside Salt Lake City will be in session and open to visitors. Chartered busses will take registrants to the different schools. Observation will be followed by luncheon and a discussion period at the school visited. The bus will then take you to one or more places of interest in the region—Great Salt Lake, Bingham Mine, an irrigated farm, a canyon, etc.

To provide adequate transportation and to limit properly the number of visitors in each school or point of interest reservations must be made for the trip of your choice. Only those holding reservation tickets will have bus seats. Each registrant will pay his or her own bus fare as the bus is boarded.

To insure the "exploration experiences" of your choice, early registration is necessary. Information will be sent with your registration receipt.

## **Study Classes**

To insure enrollment in the class of your first, second or third choice, you will need to return the registration form as soon as possible. A list of study classes then will be mailed to you with your registration receipt. To encourage active participation, membership in each class will be limited. *Early registration will help both you and us.* Study classes will be open only to those who register for the "Complete Conference" or for the "Special Study Class Period."

## **Consultation Hours**

Two one-hour consultation periods will be offered on Monday and Tuesday. The purpose of these periods is to give registrants opportunities to obtain *individual* guidance and evaluation on problems or products of concern to them; to give to the Association opportunities to discover resources within its membership.

Plan to bring to Salt Lake City your recordings, phonograph, films, radio scripts, manuscripts, diagrams and floor plans.

You may register for a consultation period by writing to Mrs. Frances Mayfarth, Association for Childhood Education, 1200 15th St., N. W., Washington 5, D. C. When writing please specify the problem on which you want help and describe the materials you wish evaluated.

## **Procedure on Items of New Business**

Delegates are invited to present items of new business at the general business session on Wednesday afternoon, April 20. To insure the best use of limited time and to aid in arriving at wise decisions the Executive Board asks that items of new business be given in writing to some member of the Executive Board before April 15 or at least 24 hours before the business session referred to above.

## **Refunds**

Those registering for either the "Complete Conference" or for the "Special Study Class Period" who are unable to attend may receive a refund of the full amount of the registration fee by returning their *Official Receipt* to Headquarters in Washington after May 1.

# TENTATIVE SCHEDULE - 1949 ACEI STUDY CONFERENCE

April 18-22 ★ Salt Lake City, Utah ★ Headquarters: Hotel Utah

Conference Theme: "Tidal Wave of Children—the Challenge, the Problems, the Plans"

SPECIAL STUDY CLASS PERIOD				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 Registration 10:00 to 12:00 General Session "Orientation and Inventory"	7:30 Breakfast—ACE State Presidents 9:30 School Visiting with discussion luncheons in the schools OR 10:00 to 11:30 Choice of: Studios Exhibits Special Groups	7:30 Breakfast—ACE Publications Representatives 9:00 to 10:30 Interest Groups Nursery Kindergarten Primary Intermediate Teacher Education 11:00 to 12:30 ACE Branch Forums	9:30 to 12:00 Study Classes— 9:30—Background Lecture 10:30—Discussion	7:30 College Breakfasts 9:30 to 12:00 Study Classes— Discussion
2:00 to 3:30 Interest Groups Nursery Kindergarten Primary Intermediate Teacher Education 4:00 to 5:30 ACE Branch Forums 5:00 to 6:00 Consultation Hour	2:00 to 4:30 Community Excursions 2:00 to 4:30 CHILDHOOD EDUCATION Editorial Board 5:00 to 6:00 Consultation Hour	2:00 to 4:00 Business Session 4:30 to 6:00 Conference of Interest Group Leaders and Workers in Study Classes	1:30 to 4:00 Study Classes— 1:30—Background Lecture 2:30—Discussion 4:30 Tea—Utah State Capitol	2:00 to 4:30 General Session— "United in Work for Children" Official Closing of the Conference
8:00 General Session "This Is the Place"— Utah Acquaintance Hour	8:30 Concert Salt Lake City Tabernacle Choir	8:30 General Session "The Challenge of the Children" 9:45 ACE State Presidents	8:30 General Session "Humanity in a Divided World"	

NOTES: Conference registration begins Sunday, April 17, 2:00 p.m. to 5:00 p.m., Mezzanine, Hotel Utah.  
ACEI Executive Board and committees confer Sunday, April 17, 10:00 to 5:00 p.m. Hotel Utah.



whom we are dealing have some peculiar quirks which keep them from functioning as efficiently as they might otherwise. Unfortunately, we teachers frequently adopt a procedure for dealing with these quirks which only serves to make them worse. Yet schools *can* promote better adjustment, can help to build secure children. It will be the task of this article to point out first steps in the process.

One of the first steps we shall need to take in building secure children in our classrooms is to examine our theories of child development. Whether we are a teacher of forty first graders or a science teacher in a junior high, whether we are a graduate of a two-year normal school or have a master's degree from a college of education, whether we have ever taken any work in the field of child development or not, we teach and treat children according to our ideas of how children grow and develop.

Most of these ideas are part of our culture and we learn them just as we learn habits of speech and attitudes toward other people. Perhaps because these ideas are learned so painlessly, we rarely question their origin or their validity. We may be surprised when we do so to find that recent research has proved some of our theories wrong and that we may be operating on a principle which stands in the way of doing an effective job in promoting the good adjustment of pupils. Indeed, some of us may actually be adding to the burden of troubled youngsters.

Let us examine some of our notions of how children develop to see which ones are based upon poor mental hygiene and which ones contribute positively to the adjustment of children.

### *If He Does It Once*

One of the most common misconceptions of how children grow and develop is the notion that if a child does a thing once, chances are he'll be doing it that way for the rest of his life. Therefore, in order to build correct habits, we must correct a child the first time he does something wrong. We don't want him to build up wrong ways of behaving or develop the notion that he can get away with something. Here are a few examples of how this principle looks in operation:

If a five-year-old has trouble with the letter "r" we must correct him every time he mispronounces a word so he won't be doing it that way forever.

If we find a thirteen-year-old smoking cigarettes, we should punish him severely so he won't learn the habit at that age.

If we tell John to remain at three o'clock to finish his work and he slips out to play baseball, we should call his home and have him return to school so he won't learn the habit of evading responsibility.

This notion undoubtedly represents a popularization of Watsonian behaviorism in its attempts to explain all actions in terms of the conditioned reflex. John would learn he could slip out after school if he did it once because the connection would have been made in his nervous system between (a) neglecting work and (b) having a good time after school. Similarly, the more a pupil says the "r" sound wrong, the stronger the improper connection becomes and the less likelihood is there of changing to the correct sound. But what John B. Watson left out of the picture were the two following principles:

As the child moves from one phase of development to another, he will revise many of the habits which have prevailed for a time. The nine-year-old who delights in blood-and-thun-

der radio serials may completely reject these same programs when he is thirteen. The pre-school child who says "I don't got any" will slough off such speech patterns of his own accord as he takes on the speech patterns of his social group. The dirty, unkempt preadolescent roughneck changes into a dandified gentleman when he first sees a girl as a girl. In other words, some of the traits which we see in children may be attributed to a particular phase of development and will disappear with age.

All behavior is caused, and in many cases the explanation may lie deep in the emotions. Bill may continue to be dirty and rough and unkempt even when the rest of his gang has dolled up and is dating the girls. But the reason he continues in his preadolescent behavior may not be because he was not corrected when he first began but because he may have grown up with the idea that he doesn't amount to much. He may feel so inadequate, have such a poor opinion of himself that he can't bring himself to revise his old habits. An overly-simple, superficial explanation of Bill's behavior in terms of habit-formation may stand in the way of planning a program for the boy which will really help him.

### ***If He Tries Hard Enough***

A second misconception which bears examination is the belief that if a child will simply try hard enough, he can do anything. "He could be an A student if he'd only try hard enough." "Johnny can do his arithmetic when he puts his mind to it." "If he'd make more of an effort, he could learn to read."

Many of us make statements similar to these about some of our students. Such notions about how children grow and develop undoubtedly had their origins in theories of the will—that man can, by the use of his will-power, develop his capacities to the fullest extent. But let us see how this works out with children.

In the first place, we grossly misjudge the intelligence of children in our classrooms. One writer shows that teachers may err in estimating intelligence quotients of pupils even to the

extent of classifying as geniuses some children with intelligence quotients well below 90.<sup>4</sup>

In Lewis Terman's famous *Genetic Studies of Genius* he reports that if one is allowed only one method of locating the highest IQ in a classroom, the chances of getting the right child are better if one picks the youngest child in the room rather than if one trusts a teacher's judgment.<sup>5</sup> In other words, unless we have some objective evidence, we may be wrong when we assume that a child *has* the ability to do better work.

In the second place, a child may not be able to produce to the best of his ability not because he doesn't want to hard enough but because of an emotional barrier. A third grade pupil may not be able to learn to read because he's been told in not too subtle a fashion that reading is something he's no good at; he may have repeated the first grade because he couldn't learn to read and so he may look upon it as something he can't do.

A sounder approach to child growth would include recognition of the fact that feelings sometimes get in the way of a child's doing his best work academically. Notice the word *academically*. This means that a student may actually be doing his best in other fields. A high school English pupil may not be doing well in class but it may be because he is putting so much time and energy into learning how to get along with the other sex. This latter job, and very important one, he does very well but

<sup>4</sup> "Some Characteristics of Children Designated as Mentally Retarded, as Problems, and as Geniuses by Teachers." By W. Drayton Lewis. *Journal of Genetic Psychology*, 1947, 70: 29-51.

<sup>5</sup> *The Gifted Child Grows Up*. By Lewis M. Terman and Melita H. Oden. Palo Alto, California: Stanford University Press, 1947.

receives no credit for it on his report card. Indeed, as Havighurst has pointed out, unless the high school student sees the relationship between the academic task and his developmental task, the academic task will have to be policed.

### ***If He Knows He's Good***

Another misconception of child behavior which many teachers harbor is that we must never let the child know how good he is; we must always hold up higher standards than he can possibly meet. Too many of us operate on the notion that once a child knows he's good, he will immediately stop trying to learn. Therefore, a child is never good; he is only better than he was and on his way to becoming still better.

John has written a number of excellent compositions in the Fall but when report card time comes we give him a B so that he'll have the higher goal of A to shoot at in the next report. Giving him an A may keep him from trying to improve.

Mary comes up to show her booklet. "It's nice," we say unenthusiastically, "but let's see what we can suggest to make it better."

There is no quarrel with the notion that most of us may be capable of doing better work more efficiently than we are now doing, but there is argument against the theory that the way to get a child to raise his level of aspiration is to tell him continually he isn't good enough the way he is. Actually the task of helping a child choose a goal of a higher degree of difficulty is not so simple.

However, we do know that praise facilitates the rise of the level of aspiration. An experiment with young children shows that when they are praised for what they have done, they tend to choose a task of a relatively higher degree of difficulty the next time. We also know that it may be necessary for

a child to feel that he *can* lower his level of aspiration.

Experiments by C. Anderson would seem to indicate that if the choice of a goal with a lesser degree of difficulty is made impossible, regression of the maturity of aspiration can be observed. In other words, if a child is made to feel he *cannot* lower his level of aspiration, he may act in a manner characteristic of a younger age level.<sup>6</sup>

Not only do we block progress by withholding praise but we are frequently unrealistic in setting goals in terms of a child's ability. As has been pointed out above, we frequently misjudge an individual pupil's ability. Furthermore, we are inclined to encourage children to overshoot the mark rather than to choose a level of aspiration they are capable of attaining.

### ***If He Is Having Fun***

A fourth fallacy in our thinking about how children grow and develop is the notion that if a child is having fun, he isn't learning; learning is a painful experience.

Witness the kindergarten teacher who stops her class after fifteen minutes of "work period" where the children have been busy learning social skills in the doll corner, with the blocks, at the easel, at the workbench—the teacher who stops all this and calls her class together to start on a directed activity so that the children may begin to learn to work together.

Or the high school English teacher whose class is engaged in a gripe session on certain school regulations before the period officially begins. When the bell rings, the teacher briskly calls the class to order and organizes a group discussion so that the class may have practice in discussion skills.

The plain fact of the matter is that we don't always recognize learning

<sup>6</sup> *The Development of a Level of Aspiration in Young Children*. By C. Anderson. Iowa City, Iowa: University of Iowa, 1940.



when we see it; we are too prone to think children can only learn when they are working directly with the teacher at tasks which are either tedious or difficult. While we may enjoy seeing children have fun, there is a bit of the Puritan in many of us and we feel rather strongly that children must not enjoy themselves too much when they are supposed to be working.

### *He's Going to Fail Sometime*

Closely related to the fallacy discussed above is a fifth one: children must experience hardship, frustration, and failure. It is good for them not only because it prepares them for failure later on in life but also because it teaches them to take the consequences of their behavior. A child who doesn't learn to read in the first grade must repeat the grade so that he won't learn "he can get away with anything," and since he is going to fail at something later in life he might as well learn now.

Aside from the obvious criticisms of such a position in the light of what we know about how and when children learn to read, there is also the question one might raise regarding the advisability of experiencing failure. Does experiencing continual failure or failure in an area deemed very important really teach a child a constructive lesson? Does it inspire a teacher to do

better work to have a superintendent tell her she is a poor teacher and that she compares most unfavorably with other teachers? Is a housewife a better housewife because her husband continually reminds her that the house is untidy, that his shirts are not properly ironed, that she is too extravagant, and that she is also a failure as a mother?

The process of growing up inevitably brings many frustrations. Rather than deliberately setting the same standards for all children which automatically condemns some to failure, the teacher who is interested in building secure children helps them to set a goal which they can attain and gives them a pat on the back on their way to attaining it. Having many opportunities to achieve success builds up in a child the feeling of power, that he can do things, that he amounts to something. When he feels good about himself, he is better able to take the inevitable frustrations he will meet in life.

There are doubtlessly many other stereotyped notions which we have about how children grow and develop. The list presented here is not meant to be exhaustive. It is hoped that it may be a starting point for us to examine our ideas about children, to accept those that stand up under critical examination, and to reject those that stand in the way of building secure children.

### *Word Study*

By BLANCHE BERSON ROBBINS

(Inspired by my class of nine-year-olds)

**I**T'S FUNNY HOW NOISE  
Rhymes so aptly with boys.  
Perpetually wiggling,  
When I'm serious they're giggling,  
Try to shush them they rattle,  
Incessant their prattle.  
No wonder noise  
Rhymes with boys.

By PHYLLIS K. CHRISTIANSEN

## To Help Children Make Friends

*Phyllis Christiansen, public relations counsellor, reports what four Oak Ridge, Tennessee, teachers are doing to help children find friends in their groups and to accept their teachers as friends. "Definite, almost startling" improvement in personality is shown by some of the children.*

WHERE WOULD YOU LIKE TO GO this Saturday? What three members of our class would you like to take with you? If everyone could not go, what three would you leave behind?

To find the friendless child and to help him become accepted by his fellows, elementary teachers in many schools today are asking their pupils questions like these. Inspired by their desires to understand children better and guided by a consulting psychologist, Oak Ridge teachers are conducting a study which has for its goal happy, well-adjusted, "successful" children. This is an account of how they proceed.

The children are questioned casually and their answers obtained in such a way as not to embarrass anyone. The questions may be put on the blackboard and the answers written individually to hand in, for instance.

In the first grade one teacher took advantage of the valentine season. The children made valentines for those they "chose" and had a secret with the teacher as to the identity of those children for whom they did not wish to make valentines. One class drew pictures of the children they chose to do things with and of those they "did not like." They brought the pictures privately to the teacher who wrote the names on them and kept them.

A second grade responded to the following typical queries:

What do you like to do best? ("Draw pictures," "gym," and "play" were popular responses.)

What do you not like to do? ("Art," "fight," "make noise," said some.)

Name two people who are your friends.

Is there someone you do not like? (These were two of the questions meant, of course, to point out the accepted and rejected children.)

What makes you happy? (A wide range of sophistication and self-consciousness was shown by the answers: "my birthday," "working," "kiss a girl," and "a spanking.")

What makes you sad? ("When someone dies," said one. "Not to go to school on Saturday," said another. "To get a spanking," said eight children.)

What do you do on Saturdays? (Ten replied, "Go to the show.")

What is the nicest thing you can think of? ("Being kind," said one seven-year-old. "A baby brother," said another, while a third pined for "a room full of bubble gum.")

What is the saddest thing you can think of? (Three children said, "murder," while another thought, "to stay in the house all day.")

If you could have three wishes, what would you wish? (Six votes were cast for bicycles, seven for horses, and eight for dogs, while one child wanted "something to do at home after school.")

If you were going to make something, which children would you ask to help you?

If you were going for a ride and could not take everyone, which children would you leave here? Why?

Responses to these three final ques-

*Editor's Note:* Read Elizabeth Fuller's abstract of the study made by Anna Carol Fults on page 239 of this issue and Miss Fults' article in the March 1948 issue of CHILDHOOD EDUCATION, pages 305-308.

tions, as well as to the two previously pointed out, are used by the teachers to single out those children who antagonize others or—what they feel is even more serious—who do not make any particular impression, who are neither chosen nor actively rejected.

Subtle but definite attempts are then made by his teacher to assist any such child in his adjustment to the group. It may be arranged that he sit by or work with pupils other than those he usually chooses himself. Or he may be given additional responsibility and privileges. In the ordinary course of day-to-day living in the classroom, the teacher tries to help each child learn to behave in a manner that will win him friends.

As one teacher explains, "Our little experiment with the social structure of children's groups is not concerned primarily with the devious. It is to every child that we wish to give acceptance and approval, to prepare him for a happy, adequate adult life."

#### *When the Teacher Is Rejected*

But suppose it is his teacher whom the child cannot seem to accept as a friend? Oak Ridge instructors are facing that possibility practically and constructively. His own teacher may say to a child, "Jerry, you and I haven't been getting on too well together, have we? How would you like to talk it over with Miss B.?"

Miss B., another teacher in the build-

ing who does not teach Jerry this year, is of course prepared for his visit. She is to act as Jerry's adult friend; to meet him on the basis of complete, uncritical acceptance. Jerry visits with her whenever he wishes and when she is free to give him some time. He says what he wishes, does what he wishes. With her he is free of the compulsion of what he "must" or "ought to" do.

The wide variety of reactions children have in this situation is recorded in running anecdotal accounts made by the teacher-friend at the conclusion of each visit. Some children talk almost without interruption with the accent on questions, while others sit quietly with their adult friend and draw or model clay. The reports the teachers write of these visits are kept for study to try to determine whether this association seems to be helping the child in other situations.

Four Oak Ridge teachers who have participated in the study over a period of months report "definite, almost startling" improvement in the personality adjustment of some of the children. While leading them to proficiency in the fundamental skills that the workaday world expects, these teachers are also constantly concerned with the children's fundamental emotional need for affection and attention. They are recognizing the desirability of having children grow up into the kind of well-balanced adults who have friends—and are doing something about it.

### *Challenge*

By HARRIET MORGAN TYNG

ONLY A NEWSBOY WITH HIS PACK,  
He makes his nightly rounds,  
The load already on his back  
A challenge to his pounds.

Yet see with what accustomed ease  
He balances the weight:  
So Lincoln lifted lengths of trees  
And shouldered next the State.



# A Guidance Program In Action

*Gretchen Collins, eighth grade social studies teacher and adviser, Glencoe, Illinois, describes individual and group guidance programs in the upper school. Success of the program lies in its cooperative and consistent development through the efforts of children, teachers, and parents.*

THE CHINESE HAVE AN APT EXPRESSION that strikes the heart of Glencoe's guidance program for the upper grades:

To each according to his needs,  
From each according to his ability.

*Each* suggests that every child needs guidance. The program is not planned for the unadjusted alone but rather to meet the needs of every student. Each child has something to contribute to group living. It is up to us to know his abilities and to give opportunity for the development of his interests and potentialities.

Our staff recognizes that individual differences are emerging, not disappearing, at twelve to fourteen years of age. At the same time, the school program is more highly organized for group instruction. How, then, can the classroom teacher recognize and provide for the needs of each pupil?

At Glencoe the adviser, who is also a classroom teacher, is the key person in the upper school guidance program. When school opens in the fall the adviser wants to know each of the twenty-five children in his room as quickly as possible. For the first two or three weeks of school each adviser has extra periods of an hour a day to get acquainted with his children. This is the time usually given to art, shop, and music. By postponing these special classes for two or three weeks, the counselors of the arts benefit, too, by

having time to visit in the classrooms.

Now that extra periods have been set aside for the study of each child, what techniques should the advisers use? Through staff study and discussions, by experimentation, and by careful evaluations, the teachers in our seventh and eighth grades have decided upon a few essential techniques:

The advisers ask each child to fill out a *questionnaire* made up by the staff to get the children's expressions, likes and dislikes, strengths and weaknesses, attitudes toward school, home and school responsibilities, and ambitions.

Each student is asked to write an *autobiography*. Such topics as their family, important events, ambitions, early memories, friends, places visited, abilities, needs and interests are suggested. Many important facts, either written or purposefully omitted in the autobiography, have added to the understanding of each boy and girl.

The advisers hold a *personal interview* of ten to fifteen minutes with every advisee during the first three weeks. Physical education counselors cooperate with the plan by excusing individuals from gym for the interviews with advisers. These few minutes together help the teacher and child to become better acquainted, give the adviser more information, and help the student understand his own needs.

The advisers study the *cumulative records* to become familiar with each pupil's growth during the school years, to learn more about his physical health, to study past test records, and to know his family history.

*Achievement* tests are given at the close of the first week of school and scored by advisers so that the academic needs are recognized early. Any child who has not had an intelligence test is given one by the guidance director. Requests

can be made at any time by advisers for diagnostic or personality tests. Children may be referred to the guidance department for special attention through observation, play therapy, interviews or case study. But the majority of the children is studied intensively by the advisers.

"I know my children better at the end of the first three weeks of school than I formerly did in June," remarked the science teacher who is also an eighth grade adviser.

It is not enough for each teacher to know her home-room group. She must know *all* the children she contacts each day. To solve this problem our seventh and eighth grade teachers, all our counselors, our principal, and often our superintendent have weekly meetings before school each Monday. At this time all data on each child are reviewed. This means that the music counselor will understand Johnny's needs as well as will the mathematics teacher. How much more quickly a child can be given a feeling of belongingness or can achieve some success or adequacy in each field as a result of his teachers' understanding of him!

If during the study of each boy and girl we find that there are certain common individual needs, we must try to fulfill them. In our program we have set aside a period each day for *special needs*. The classes offered depend upon the areas in which help is needed. For children who need additional help in skills there are classes in arithmetic, remedial reading, spelling, muscular coordination, penmanship, and grammar.

For students who need the challenge of advanced work or opportunity to develop talents there are instrumental music groups, advanced science, typing, French, public speaking, and school service.

Often individual children need a chance to serve others as an outlet for special abilities, as an opportunity to gain self-assurance, as a way of developing cooperation and leadership. Some types of school service offered to our upper school youngsters during the special needs period are: librarian, primary school student teacher, primary workshop foreman, visual-aid assistants, office helpers, nurse's aid, gym helpers, art studio workers, assistant to the principal.

"Boy, am I going to be busy this quarter," bragged Bob. "I will be helping the little kids build things in shop and I will be showing movies to the lower school." Bob is a boy who shows unusual mechanical skill and needs opportunity to use it.

With the exception of French and typing, children can be reclassified for special needs every nine weeks or oftener as needed in individual cases. This special period is possible because all seventh and eighth grade teachers and a few counselors are free to work on it together. Seventh and eighth grade children work side by side in the field in which they need help or in which they can contribute their ability.

Records are kept so that children can see their own gains. What pleasure Diana had when she saw she had made several months gain in spelling during one quarter spent in remedial spelling! She asked to remain in the group so that she could improve her spelling even more. She kept a graph of her record on the standard spelling test each nine weeks. She was not upset because she was below her grade level in spelling. Everyone in her group was having trouble with words. Everyone in upper school was having help in some area. She just happened to need spelling,

while Joan needed help in pitching balls. It made sense to her.

The advisers talk over with each child the special needs group in which he will work. Usually the student will ask for the class he needs most. At the close of the third week a letter is sent to the parents to explain the child-study program and to list the special needs classes and special activities their child will take. This gives parents the reasons for our plan of studying children and shows them how the data gathered are used to benefit their son or daughter. They have an opportunity to comment on the decisions regarding their child. Later at grade teas or evening meetings the program is explained in greater detail and questions are answered. At individual parent conferences the teachers share facts learned about the child. Parents are often happily surprised to learn of new interests, abilities or needs of their children.

#### ***What is Done Through Group Guidance?***

Thus far our discussion has been about Glencoe's plan for *individual* guidance in the upper school. Emphasis is placed upon this phase of the program because in the past we have overlooked individual guidance for all older children. We were apt to systemize, organize, and classify groups of children as they grew older, rather than be concerned with individual differences.

*Group* guidance is a very important part of our program. Teachers who work with seventh and eighth grade children know that social behavior and emotional development are greatly influenced by the thinking and conduct of their own age friends. Peer standards mean more than adult approval or family patterns. This age child is eager to

solve his social and personal problems and to do so in a group.

We have found that a good guidance practice is to have groups of children meet for the purpose of discussing their own problems. They meet once every week or two during the physical education period. Boys and girls meet separately unless the problem concerns them both. Meetings are planned and conducted by children and teachers. It has worked successfully to have pre-planning committees of boys and girls meet with a staff member to discuss choice of subject, possible resources, method of discussion. Spontaneous discussions are equally important.

What do they talk about? A few of the popular subjects are: how to act at dancing school, crushes of the seventh grade girls, how to make more friends, growing up physically, bedtime hour, homework, boy-girl relationships, how to give good parties, grades and tests, movie conduct, good sportsmanship, and improving personality.

There have been panel discussions by volunteer leaders, large group discussions with a child or teacher as chairman, demonstrations, round-tables, movies, selections read from books, noted speakers, question-answer sessions. Each new method is tried out. Eighth graders help seventh graders, and so on down the line. How effective to hear eighth grade girls talk over with sixth grade girls their crushes on the few boys in their room! Advice is good and the sixth graders listen well.

Eighth graders demonstrate to seventh graders how to keep a conversation going between a boy and a girl. Seventh graders shoot their questions rapidly:

But suppose he just won't talk? He says "Uh-huh" and that's all!



If you don't know about football, then what do you do?

Suppose she just giggles and acts silly?

Some discussions are followed by a plan of action such as going on a Scout outing, building a clubhouse or, less tangible, choosing teams more fairly, being nicer to new students.

When the problems are of concern to parents, they are consulted. Before discussions on sex education, parents are invited to preview the films used and to give their opinions to the staff. We always find parents have advanced ideas. Through our P.T.A. audio-visual chairman, we found out about the film *Story of Menstruation*. Our parents were so enthusiastic about it that we have used it frequently in upper school. Many new films on social situations are being made and are useful in stimulating discussion.

Other resources such as teachers from the lower grades, administrators, custodians, specialists, parents, businessmen and women, ministers, and doctors can be valuable in helping children solve their problems through group guidance.

Our township high school, New Trier, has been most generous in sending students and faculty each spring to prepare our youngsters for high school. Students who graduated from our eighth grade return to talk on "Getting Along as a Freshman" or "How To Make Friends" or "Clubs and Other Activities."

The deans describe the programs offered by the high school. More than that, the freshmen deans have personal interviews with each eighth grader. They also consult with each adviser about his students. All these services help bridge the gap between eighth grade and high school.

### ***Schedules and Progress Are Evaluated***

Part of the guidance program is to evaluate the daily schedule in order to make continual improvement. Children, parents, and teachers share in criticizing and offering suggestions. Periods in art, shop, music, and gym have been lengthened to one hour to avoid conflict, hurry, and frustration. Choices are allowed and even insisted upon so that overstimulation and tension can be reduced. The number of activities engaged in by one child is limited. The noon hour is long enough to permit all children to go home for a leisurely lunch. Study time is provided to help children develop the good habits needed for success.

Children themselves are often the ones who first spot the errors in the daily program. Ted, an eighth grade boy, wrote:

The eight-thirty special needs classes were much better this year because we were sure of getting help where we most needed it. At eleven-eighteen we had a choice of art or shop or study period. This was a good idea since only the people especially interested were in the classes. This provided a better atmosphere where everyone was enjoying what he was doing. Next year we will need to plan more time for committees to meet.

A representative from each advisory group brought ideas about the program to a teachers' meeting last spring. These ideas were considered and included in this year's program.

Children also assist in evaluating their own progress. Teacher-student interviews are held before report cards go home each quarter. Teachers help students to evaluate their growth and weaknesses. These interviews may be followed by teacher-parent consultations or teacher-parent-child conferences. Children know school and home are interested in their development.

To coordinate curriculum, administrative, and guidance services, the weekly upper school staff meetings and the weekly administrative council meetings serve effectively. Our purpose is to provide for the upper school students a consistent, planned, purposeful, unified guidance program. We hope to

recognize and provide for individual needs; to discover and develop the interests and abilities of each child. We try to give group and individual guidance which leads to self-guidance. As Americans say, we:

Help Johnny see through Johnny,  
And help Johnny see Johnny through.

## I Can Learn To Take Care of Myself --- The Case of Robert

By GLADYS SHERMAN BAKER

*How Robert in a new and strange environment improved in behavior and learned to evaluate his own progress under the guidance of adults who helped him. Mrs. Baker is a teacher in Oakland, California, schools.*

ROBERT IS ONE OF THIRTY-FIVE CHILDREN in an upper elementary grade in a waterfront school located in an industrial area. He and his classmates are children in families that have come to California from other sections of the country. They present a polyglot educational background and have had no experience in democratic group living.

The school these children now attend offers them many advantages to which they are unaccustomed: the races are not segregated, free textbooks and equipment are supplied, and discipline is by reasoning rather than by corporal punishment. These advantages have plunged Robert into bewildering mores in which for him all the usual controls are lacking.

Robert's group was organized three years ago. A succession of teachers had despaired in their efforts to bring order out of chaos. Kindness was

the signal for license. Authoritarian teacher-pupil relationships finally succeeded in establishing surface tranquility which lasted one semester, followed by another change in teachers.

The present teacher is skilled in democratic classroom organization, grouping, and planning. She has artistic ability along with understanding, sympathy, and patience. Her efforts to create a democratic schoolroom have met with rigid, fierce, anti-social rebuffs. She has, however, clung with patience and perseverance to her ideal. The case of Robert is given here in illustration of how she is working.

Robert's insecurity in a new environment is shown by his classroom behavior. He shouts across the room, throws things, fights to get possession of something for which he has a sudden desire, and uses rough language to back up his physical aggressions. After a par-

ticularly distressing experience the following discussion took place between him and an assisting teacher:

*Teacher:* Robert, I had a feeling that you didn't know what else to do; that is, how to take care of yourself. I also feel that even though you may not have known what to do in this particular situation that you do know what to do and how to take care of yourself most of the time.

*Robert:* Yes'm.

*Teacher:* Do you go to shows?

*Robert:* Yes'm, I go to shows.

*Teacher:* Tell me what you do at shows.

*Robert:* Sit and listen.

*Teacher:* Is that all?

*Robert:* Sometimes I clap. I don't yell but some people do, so that I can't hear. It is all right to clap at a show but not to yell.

*Teacher:* I was sure that you knew how to take care of yourself in some places. I'm glad that you know what to do at a show. Is there any other place where you know what to do?

*Robert:* The school circus.

*Teacher:* Can you tell me?

*Robert:* I stay with my teacher. Everybody laughs and talks with kids around us but we don't yell to kids way in back of us. I laugh and talk. It's all right to talk but not yell. I clap my hands. That's all right, too.

*Teacher:* That's right, Robert! You see, here is another place where you know what to do. (Pause) How did you go to the circus?

*Robert:* On the train.

*Teacher:* Did you know what to do?

*Robert:* I didn't go over people's seats. If somebody was in front I didn't push and shove—waited for my turn.

*Teacher:* Did you talk?

*Robert:* Yes'm, but I didn't yell.

*Teacher:* Is it all right to talk when you are on the train?

*Robert:* Yes'm.

*Teacher:* Robert, you really do know how to take care of yourself. I was sure, though, that you did. Is there any other place where you know that your behavior is all right?

*Robert:* Church!

*Teacher:* Tell me!

*Robert:* I am quiet in church—keep my mouth shut. I listen to the preacher and don't act smart and show off.

*Teacher:* What do you mean, act smart and show off?

*Robert:* Like I do in school.

*Teacher:* Will you tell me about it?

*Robert:* I run all over the room, hollering and acting silly and smarty, and I try to get the other kids with me. Makes the teacher feel ashamed.

*Teacher:* Is your teacher glad to have you in her room?

*Robert:* Yes'm! (This reply was unexpected.)

*Teacher:* What do you do that makes her glad to have you in her room?

*Robert* (shrugged his shoulders): She just is.

*Teacher* (looked at Robert, amazed at apparent teacher-pupil rapport which had been achieved by classroom teacher under almost unbearable circumstances but with masterful skill): I don't know why Miss X is glad to have you in her room but I do know one reason why I should like to have you in my room, and it may be the same for Miss X. (Robert looked up, questioningly.) You are so clean! Clean clothes! Clean skin! Clean teeth!

A discussion of behavior and discipline in the school that Robert had attended before coming to California followed. Corporal punishment enforced the behavior code there.

*Teacher:* Did you run all over the room?

*Robert:* No'm, sure didn't.

*Teacher:* Did you shout and yell in school?

*Robert:* No'm, I'd be whipped.

*Teacher:* Did you act smart or talk back to your teacher?

*Robert:* No'm, I didn't do any of that.

*Teacher:* It seems to me, Robert, that we had better talk about our schools here and the way we live. Just because a teacher isn't standing over you with a strap doesn't mean that you can whoop and yell, fight and quarrel or act smart. We believe that every boy and girl has a right to be a free, responsible citizen. We like to give you every chance to think and to take care of your own behavior. Would you like this way of living?

*Robert:* Yes'm

*Teacher:* But have you seen people who don't know how to take care of themselves whether they are on buses, street cars, in shows or other places?

*Robert:* They are like trash and you don't want them.



*Teacher:* Do you expect to stay in California?

*Robert:* Yes'm. I ain't going back.

*Teacher:* Since you like it here, Robert, and expect to live here, perhaps we had better plan how you can take care of yourself in this school. It will be of help to you out of school, too, I believe.

The principal, new to the school, joined the conference at this point. The discussion was reviewed for him.

*Principal:* Robert, we could whip you. I could take you right to the office now and strap you, but I'd rather not. I'd like to see you begin to take care of yourself, especially now that I know there are places where you know exactly what is right behavior. You and Mrs. S. work out a plan that will help you. I want a copy of it. Besides, I expect to come into your room frequently to find out for myself how well you are trying.

*Robert:* I better stop hollering and running all over the room and acting smarty to be silly and make other people laugh. I better stop that, too, and do what she (teacher) said.

*Teacher:* Would it help if you knew that everyday you and I would check how this plan is helping you?

*Robert:* Yes'm.

*Teacher:* I'm going to look forward to seeing you for a little while each day.<sup>1</sup>

Just then the junior high classes changed. These older students exhibit the same breakdown in behavior as do the younger group. Their loud, boisterous voices scream and yell as they spar and maul, run and slide during these few minutes of movement from one class to another.

*Teacher:* Robert, watch these students as they pass us. You tell me the ones whom you think act right and those whom you think do not.

A citizen labels himself by his conduct. It was not difficult for Robert who for the first time, perhaps, was observing behavior patterns. These patterns were decisive, clear-cut, self-

labels of a major flaw in democratic school practices that neglect to supply concrete, student-planned, and executed behavior patterns to meet vastly different and challenging school situations with which the student has had no experience.

Notes from subsequent interviews with Robert revealed:

*Robert (10/28):* Lots of noise and running around. I went and stood beside Miss X. I slipped, though, once. It was about a book.

*Robert (10/29):* I slipped once. Everytime I look around those kids are fighting. Teacher tries to make them be quiet but they wouldn't listen. When we came in those kids are noisy. I wasn't jumping up and running round my seat. I've kept care of myself, all 'cept that once today. (He explained incident concerning an eraser.)

During this interview Robert became interested in a chart story that had been developed by a remedial reading group. It was taken from an account of Jackie Robinson and his experiences as a big league player. Robert read it.

*Robert:* Could I read this to my class?

*Teacher:* Ask Miss X if she would like to have you read it to the class. I should be glad to have you take the chart whenever it is convenient for her.

*Robert:* I'll get it tomorrow when I come back. (He started to leave, paused, and added): You could help Lewis and John and Max, too. Shall I bring them when I come tomorrow?

*Teacher:* I should like to have you bring them but let's talk with Miss X about it first.

*Robert (10/30):* I think that I take care of myself pretty good today. For awhile they was so noisy I couldn't hardly hear. I put my head down on my desk. Don't think I had any slips today. I wasn't paying them any attention. I got me a new bike yesterday—red and white—spotlight in front, little bitty light behind. And I got me a bell, too.

The new bike and the fun that he would have as well as his responsibility for safety—safety for himself, for

<sup>1</sup> Typed copies of this conversation were prepared for Robert, his classroom teacher, the principal, and the assisting teacher.

pedestrians, and the special anxiety of motorists was discussed. Several good days followed.

*Robert (11/5):* I had a fight with a girl.

*Teacher:* Did you? Then we'd better go over your behavior chart again. You think it through aloud. I'll write it down as you talk.

*Robert:* I should of left her alone. Nobody's going to whip me. I can take charge of myself, not fight because I don't want to be trash. Today I was acting like trash—not a happy day. I'd rather keep charge of myself, but you need to talk with Lewis the way you talk with me. I guess I need two more weeks, then I can keep care of myself alone.

Copies of this interview were prepared for Robert, the principal, the classroom teacher, and the interviewing teacher. Subsequent interviews show good and bad days for Robert but the number of good days are far outnumbering the bad ones. He is learning to take care of himself.

#### ***Personal Responsibility Can Be Developed***

Robert's group is not ready for democratic classroom organization. It is probable that it is too late in this upper elementary grade to undertake it except in very small doses. Made up of highly unstable personalities, it is likely that the best organization for them should be built upon a definite teacher-pupil prepared pattern of simple, stable routine in which highly stimulated or insecure students will experience order and orderliness in their school living as opposed to the chaos and disorganization in the out-of-school living that their environment provides.

A thoughtful teacher can educate for personal responsibility. This, of course, is on an individual basis. It takes a long time. However, many modern schools offer teacher assistance through guidance or other assisting personnel.

In conclusion, with a self-developed plan as a guide, a specific plan may be built upon positive statements, e.g., "I wait my turn. I use good words. I walk up and down stairs. I keep my hands to myself. I am a good sport." Or a plan may be developed around questions and titled, What People Want to Know About Me, e.g., "Do I have to be first? Do I use bad language? Do I run up and down stairs? Do I fight? Do I argue and quarrel?"

The use of these or similar plans will provide students and teachers with a common working area upon which to build toward the democratic classroom organization and group living that follow individual awareness of total personal behavior responsibility. Give the student a chance to succeed with himself first by being sure that the plan he suggests will work. He will not become perfect in a day but it is amazing how rapidly both he and his teacher will recognize improvement. Keep a type-written record if possible. Its value is significant. It looks official. The student appreciates seeing, reading, and hearing what he has said. Lastly, it is authentic testimony to the process of individual growth and development in the turbulent area of human relations.

ONE PROBLEM OF OUR MODERN WORLD, PERHAPS AT THE MOMENT THE GREATEST problem, has arisen from the necessity of curing ourselves, as far as that is humanly possible, of every form of blindness which makes it difficult for us to communicate, to achieve understandings, and to act effectively with others in the interest of a common cause.—ROBERT E. PARK

# Conference Reports . . .

## . . . N.A.N.E.

By MYRA WOODRUFF

THE NATIONAL CONFERENCE OF THE NATIONAL Association for Nursery Education was held October 7, 8, and 9 in Chicago, Illinois. Harold G. Shane was chairman of the conference committee and Frances Horwicz served as chairman of the program committee.

Thursday morning, October 7, was devoted to visiting early childhood education activities in that area. Many of the conferees were very enthusiastic over what they saw.

Thursday afternoon featured a special meeting for students on the subject, "Let's Teach." James L. Hymes, Jr., was chairman of the discussion. He was assisted by Lester B. Ball, Howard A. Lane, and Joyce Wexler.

The first general session was held on Thursday evening. Roma Gans used the conference theme "Looking Forward With Children" and stressed our responsibilities. W. Carson Ryan spoke on "We Can't Escape Childhood."

At the Friday morning general session Ruth Andrus spoke on "Who Speaks for Children?"; Celia Stendler on "What Do Children Want from the Teacher?"; and Evelyn Beyer on "The Teacher Speaks."

Friday afternoon was devoted to six discussion meetings: A Day in the Nursery School, led by Theodora B. Reeve; A Day with Five-Year-Olds, led by Olga Adams; Who Informs the Public? led by James L. Hymes, Jr.; The Child in the Family, led by Ruth Updegraff; Helping Parents Understand Children, led by Winifred Allen; and Group Experiences for the Physically Handicapped Child, led by Ethel Gordon. On Friday evening Ernest Osborne talked on the responsibility of the teacher toward parents and the child.

Informal coffee hours on Thursday and Friday afternoons made it possible to renew and make acquaintances.

Saturday morning was devoted to six sectional meetings: Meeting Children's Needs Through Legislation, Myra Woodruff, leader; The Nursery School—A Community Resource, leader, Ross Fink; Current Research in Early Childhood Education, leader, Katherine E. Roberts; What's Happening to Children Around the World,

leader, Rose H. Alschuler; The Teacher's Role in the Community, leader, Eggert Meyer; The Gifted Child—How to Meet His Needs, Paul Witty.

The conference ended with a luncheon session on Saturday at which Herold Hunt spoke on "Planning Ahead for Young Children."

AS WE LEFT THE CONFERENCE, WE WERE all more fully aware of the challenge and the responsibilities in early childhood education: to provide more adequate facilities and programs for young children, to understand ourselves if we would understand children, to work in close cooperation with parents and understand the child's total environment, to help the public know what young children need and are entitled to, to study what is required for more adequate legal protection of children, and to take appropriate action to secure necessary laws.

## . . . On Mental Hygiene

By LAWRENCE K. FRANK

*Lawrence Frank, chairman of the interprofessional committee of the World Federation for Mental Health comments upon the conference held in London in August.*

THIS CONFERENCE IS NOTEWORTHY BECAUSE of the viewpoints presented and the discussions which focussed so largely upon children and youth.<sup>1</sup>

The discovery of the great importance of early childhood experiences for personality development of the individual has led to a belief that these experiences are so controlling that little or nothing can be done except through intensive psycho-therapy to help a child who has been damaged. The discussions at the conference offered an alternative to this pessimistic viewpoint: in successive stages of the child's development much can be done by teachers, nurses, physicians, and others to help him grow

<sup>1</sup> The statement of the International Preparatory Commission can be obtained from the International Committee on Mental Health, 1790 Broadway, New York, New York.

(Continued on page 240)



## News HERE and THERE

By MARY E. LEEPER

### New A.C.E. Branches

Rogers Association for Childhood Education, Arkansas  
Walnut Ridge Association for Childhood Education, Arkansas  
West Volusia County Association for Childhood Education, Florida  
Emporia Association for Childhood Education, Kansas  
Livingston County Association for Childhood Education, Kentucky  
Kingston Elementary Teachers' Club, New York  
Tri-County Association for Childhood Education, New York  
Blount County Association for Childhood Education, Tennessee  
Union City Association for Childhood Education, Tennessee

### Life Members

The following people have recently expressed their deep interest in the work of the Association for Childhood Education International by becoming life members:

Irene S. Bennett, Evanston, Illinois  
Eva May Green, Salt Lake City, Utah  
Elizabeth Hannan, Louisville, Kentucky  
Ruth C. Tyler, Los Angeles, California

### Memorial Endowment Fund

This fund established in 1902 is a permanent one. The principal is kept intact and the interest is used to further the work of the Association. The fund grows through gifts made by groups or individuals to commemorate the name of a professional worker in the field of childhood education or welfare and his or her outstanding accomplishments for children. The name of the individual so honored is placed on the Roll of Honor, and a brief account of her or his life is placed in the Book of Remembrance. Names recently placed on this Roll of Honor are:

Mary C. McCullough, St. Louis, Missouri  
Catharine R. Watkins, Washington, D. C.  
Clara O. Wilson, Lincoln, Nebraska

### Stella Louise Wood Retires

Miss Wood of Minneapolis, Minnesota, has retired from active professional work after more than fifty years of outstanding teaching. The teacher education institution of which she has been the director for many years is known as "Miss Wood's Kindergarten-Primary Training School, Incorporated." With her retirement

comes the announcement that the school has recently become affiliated with the Macalester College of St. Paul and will eventually become a department of that college.

Students of Miss Wood are teaching in nearly every state in the country. One of the graduates, Edith Stevens, is now associate principal of the school.

In 1917 Miss Wood served as president of the International Kindergarten Union, now the Association for Childhood Education International. She always attended the Association's annual conference. Only the war years interfered with that record. In 1942, when the Association held its golden anniversary meeting in Buffalo, New York, Miss Wood was the keynote speaker at the first general session. She continues her work with the organization as an active and valued member of its Advisory Committee.

Miss Wood now lives with her brother in River Forest, Illinois.

### Marie Butts Honored

Marie Butts, Emeritus General Secretary of the International Bureau of Education, has been awarded an honoris causa doctorate of the University of Geneva. This distinction is in recognition of Miss Butts' literary and educational career and especially of her tireless international activities in the field of pedagogical information and education for peace. Miss Butts was responsible for the creation of the quarterly *Bulletin* of the International Bureau of Education which she edited for many years and with which she continues to collaborate actively.

Those attending the 1936 conference of the Association for Childhood Education International will remember Miss Butts as the speaker at the general session given to international affairs. The Association values her as one of its advisers.

### Told Under the Christmas Tree

The sixth in the Umbrella series, *Told Under the Christmas Tree*, reached book stores in December. In this collection of both old and new materials are stories and verse that children will love and remember. There are stories describing holiday customs of other cultures. There are stories of the Jewish Festival of Lights. Boys and girls of all faiths can find delight in the stories in this new Umbrella Book.

Again the Association for Childhood Education International voices its gratitude to the

members of the Literature Committee who selected the materials for this volume that will be enjoyed by boys and girls, parents and teachers. Committee members are Mabel Altstetter, Oxford, Ohio; May Hill Arbuthnot, Cleveland, Ohio; Leland Jacobs, Columbus, Ohio; Rosemary E. Livsey, Los Angeles, California; Katherine M. Reeves, Ithaca, New York; Martha Seeling, Boston, Massachusetts; Jennie Wahlert, St. Louis, Missouri. Mary L. Morse of Chicago, Illinois, has served for many years as the capable chairman of this committee.

*Told Under the Christmas Tree* should be ordered from The Macmillan Publishing Company, New York, New York. Price, \$3. A.C.E. life, contributing and branch members, by including a statement of membership in their letters, may purchase the book at the special rate of \$2.

#### **State A.C.E. Celebrates**

Twenty-five years ago the large group now known as the California A.C.E. was organized. On February 26 and 27 members will meet in Fresno to hold a state study conference and to celebrate their silver anniversary. Branches in the central section of the state will be joint hostesses for the conference.

#### **A.C.E. Branches and UNESCO**

More and more A.C.E. groups are forming UNESCO committees and are active in some form of service to teachers and children overseas. The November-December issue of *The A.C.E. Branch Exchange* carries news of what has been done and offers many practical suggestions for future work. Groups and individuals wishing to help teachers and children in other countries may secure copies of this issue by writing to the Association's headquarters at 1200 Fifteenth Street, N.W., and enclosing a stamp for mailing.

#### **A.C.E. Luncheons at A.A.S.A. Meetings**

The Association for Childhood Education International has plans for an A.C.E. luncheon conference at each of the regional meetings of the American Association of School Administrators.

The purpose of the conference is to provide a time and place for those interested in early childhood education to come together for stimulation and fellowship; to offer to administrators the opportunity of talking together on the theme "Administering a Program for the Increasing Numbers of Young Children." Infor-

mation regarding the three conferences is as follows:

**Place:** Benjamin Franklin Hotel  
Philadelphia, Pennsylvania  
**Time:** 12:30, Tuesday, March 29  
**Hostess:** Ruth Dolton  
President, Philadelphia A.C.E.  
**Chairman:** Laura Hooper  
Professor of Education  
University of Pennsylvania  
Philadelphia, Pennsylvania  
**Speakers:** Frances Mayfarth  
Editor, *CHILDHOOD EDUCATION*  
To be announced

**Place:** Statler Hotel  
St. Louis, Missouri  
**Time:** 12:30, Tuesday, March 1  
**Hostess:** Johnny Singleton  
President, St. Louis A.C.E.  
**Chairman:** Jennie Wahlert  
Consultant in Early Childhood Education  
St. Louis, Missouri  
**Speakers:** Winifred E. Bain  
President, Association for Childhood Education International  
Paul Misner  
Glencoe, Illinois

**Place:** Palace Hotel  
San Francisco, California  
**Time:** 12:30, Tuesday, February 22  
**Hostess:** Marion Gay  
President, San Francisco A.C.E.  
**Chairman:** Elizabeth Rosenberg  
President, California A.C.E.  
**Speaker:** E. Allen Bateman  
Salt Lake City, Utah

Tickets for the luncheon conferences will be on sale at A.A.S.A. registration headquarters.

#### **Television Program for Children**

The Junior League of Washington, D. C., and the National Broadcasting Company are conducting for the second season a weekly show for children called "Playtime." The producers have based the idea and development of the program on the premise that entertainment for children can stem from real purpose and sound planning. The program is essentially an intimate one, designed for children in their homes and addressed to them as participants rather than as spectators.

Helping the Junior League with its show is an advisory board of specialists who work with children. This board functions as reviewer, critic and consultant. Their opinions, plus a frequent survey of set owners, are important factors in the formulation of the program.

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## Books For Children

Editor, MAY HILL ARBUTHNOT

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### *Books for Younger Children*

**COME TO THE ZOO.** By Ruth M. Tensen. Chicago: Rielly and Lee Company, 1948.

Pp. 26. \$1.75. A young first grade teacher wanted a library book which her little pre-primer flock could read for itself, so she wrote one. Miss Tensen's big picture book of zoo animals is illustrated with unusually appealing photographs and the text, limited to some forty words, manages to epitomize the mood or emphasize something funny or suggest a problem or an activity. These captions are remarkably clever in suggesting more than the vocabulary can say. The index is made up of small replicas of the pictured animals followed by a page numeral. Young readers are going to be mightily cheered by this handsome picture book which they can read with nonchalance.

**MY PET PEEPELO.** By Ellis Credle. Photographs by Charles Townsend. New York:

Oxford, 1948. Pp. 62. \$2. Ellis Credle tells a delightful story of a Mexican boy, Tivo, who goes to market to earn money for the toys he yearns for. He takes his pet turkey to sell but discovers that he cannot possibly part with his dear "Peepelo." Papa thinks his son is very foolish but mother thinks he is not so foolish after all. "A boy . . . never grows tired of something he loves," she says. Tivo's adventures, aided by the remarkably fine photographs, give real insight into many phases of Mexican life. Ages 6-10.

### *Books for Older Children*

**KING OF THE WIND.** The Story of the Godolphin Arabian. By Marguerite Henry.

Illustrated by Wesley Dennis. Chicago: Rand McNally, 1948. Pp. 176. \$2.75. Marguerite Henry's *Justin Morgan Had a Horse* and *Misty* were both fine horse stories but *King of the Wind* is even better. In this book she has told the thrilling story of the roval Arabian stallion which sired a new line of race horses climaxing in our own Man o'War. In addition, she has developed a memorable character in the little Morocco stable boy, a mute, whose courage and devotion to his noble charge never faltered.

A golden red stallion named Sham, for the sun, was born in the stables of the Sultan of Morocco. Under the worshipful care of the boy Agba, Sham became the swiftest of all the Sultan's young racing horses and was among the six horses to be sent, along with their stable-boys, as a royal gift to Louis XV of France. Everything went wrong with the journey and Sham and Agba suffered heartbreaking hardships before they fell into the kindly hands of the Earl of Godolphin in England. Even in the Earl's racing stables the qualities of the strange Arabian horse were not recognized and Agba could not tell them.

One day Sham escaped from his stall, fought a rival stallion, made off with the most famous mare in England, and sired a colt of new lines and incredible swiftness. From then on his offspring brought fame and fortune to the Earl who honored Sham with his own name, Godolphin Arabian. And to Agba came the happiness of seeing his beloved Arabian horse honored at last.

Mrs. Henry has drawn a poignant picture of a great horse and a remarkable boy. Wesley Dennis has made superb pictures of the Arabian horses, many of them in color. Mrs. Henry and Mr. Dennis have achieved one of the year's most notable books.

### **THE WITCH OF SCRAPFAGGOT GREEN.**

By Patricia Gordon. Illustrated by William Pene du Bois. New York: Viking, 1948.

\$2.50. How could a big, hulking bulldozer named Alice do anything as absurd as to unearth a long-buried English witch? Yet that is exactly what happened when the bewildered American Sergeant Bill removed a big stone from an English road and let loose the ghost of the old witch of Scrapfaggot Green.

The Bassett twins were at first quite horrified with this catastrophe but were soon resigned when they met the witch and found her a strangely companionable soul although given to pranks. The twins tried to keep her in order but a lot of things happened that never should have, such as the village chimes ringing in reverse and a flock of sheep drilling sheepishly right along with the American soldiers. The twins had a delightful time with their shadowy friend, discovered her sad little story, and were a part of the happy ending. Charminglly written, this distinguished fantasy will reward several readings. Ages 10 to 14.

(Continued on page 236)





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## Books for Children

(Continued from page 234)

**JUDITH OF FRANCE.** By Margaret Leighton. Illustrated by Henry C. Pi'z. Boston: Houghton, 1948. Pp. 281. \$2.50. Because eleven- and twelve-year-old girls are biologically older than their brothers of the same age, they are interested in romance. It is a problem to find books which meet this interest and are still not too adult or sophisticated. Margaret Leighton has made a superb contribution to these romance-hungry children (who are good readers), as well as to the teen-age group, in her historical novel *Judith of France*. Although the romance, the tragedies and the action are all related from the standpoint of Judith, the beautiful and spirited granddaughter of Charlemagne, there are enough battles, Viking piracy and escapes to satisfy the most thrill-thirsty boys. Judith is a pitiable pawn in the hands of her ambitious father and the English kings, and Margaret Leighton has told her story with rare insight and vividness.

**BOOM TOWN BOY.** Written and illustrated by Lois Lenski. Philadelphia: Lippincott, 1948. Pp. 175. \$2.50. How can Lois Lenski produce so many and such excellent books for children in such diversified fields? *Boom Town Boy* adds the Oklahoma oil fields to her group of distinguished regional stories about modern life in these United States. While this last book is not quite as dramatic as *Judy's Journey* (migrant workers) nor as heart-warming as *Strawberry Girl* (Florida) it is, nevertheless, an absorbing story with a gallery of well-drawn characters.

Orvie and his grandpa are the heroes of the tale and they understand each other completely. Only Orvie shares grandpa's faith that there is oil under their dilapidated old farm. And when oil is found and everyone's head is turned by the money that comes flowing in with the oil, only Orvie and grandpa keep their heads. The whole country is changed. Farms are ruined and in their place come shacks and shanties, hordes of people, goodness and vice. Orvie's family is confused and rudderless but grandpa has a vision of a way out. "We can't go backwards," he says, and leads the uprooted family to a new farm where there will never be oil wells but where their oil money will make farming a bit more comfortable. 10 to 12.



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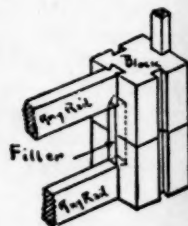
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## Books For Teachers

Editor, BEATRICE J. HURLEY

**THE CHILD IS RIGHT.** A Challenge to Parents. By James Hemming and Josephine Balls. New York: Longmans, Green and Company, 1948. Pp. 176. \$2.25. A down-to-earth book written for parents and teachers, it deals with young children through the teenage group. It reads easily and although serious in its purpose has a thread of humor that is delightful.

It is not the sermonizing type of book; rather it contains many anecdotal reports of everyday happenings in the lives of children. Teachers and parents will read of children whose problems are similar to those of children with whom they are concerned. Not only will the case studies themselves be helpful but the techniques used in making them will aid teachers in studying children.

This book is another attempt to point out one of the aspects of the times—the conflict between the basic drive for security on one hand and the drive for achievement and new experience on the other. Its main purpose is to focus attention on how this conflict affects the child and his striving for development.—K. FLORENCE MORRISSEY, *instructor, State Teachers College, Fredonia, New York.*

**THE CHALLENGE OF PARENTHOOD.** By Rudolf Dreikurs, M. D. New York: Duell, Sloan and Pearce, Inc., 1948. Pp. 344. \$3.50. A serious and reassuring book of child care and rearing written for parents by a psychiatrist trained by Alfred Adler of Austria and closely associated with him in clinical child guidance work. It discusses many of the problems parents meet and gives straight-forward advice.

Very valuable are the numerous case illustrations. They describe children's behavior and the ways in which parents were helped to see that behavior is always purposive and the result of something done to the child by others, usually the parents. The author stresses that cooperation between parent and child is essential if progress is to be made in changing behavior.

This reviewer was struck by Dr. Dreikurs' stress upon the importance of order in young children's lives. He is critical of pediatricians

who now advise feeding the baby whenever he is hungry. He states that "happiness is not based upon satisfaction of vague emotional needs but on the acceptance of order without rebellion." One gets the definite impression that affection and love which so many child development experts recommend would take second place to order in the rearing of children.

**ON THEIR OWN IN READING.** By William S. Gray. New York: Scott, Foresman and Company, 1948. Pp. 268. \$2. This book has several values for teachers. The first chapter summarizes the various schools of thought concerning the teaching of reading during the past half century. Quotations from various manuals as well as pages from several reading books show graphically the shifts in the philosophy of teaching reading.

The attack upon the recent trend toward reinstating purely mechanical word perception programs of the old alphabetic and phonic methods is significant. The quotation from *The Elementary English Review* for April-May 1942, found on page 29, illustrates the author's cause for alarm. Thinking, informed teachers will do well to evaluate carefully such attempts to mechanize the teaching of reading.

Part One deals with the four steps in the total reading process—word perception, comprehension, reaction, and integration—all of which reach back to meaning—background. What is involved in each is analyzed in detail, and should be helpful to all teachers of reading. It breaks down and clearly points out the many complex learnings which children must acquire in the business of becoming effective readers. Again and again the importance of combining all clues of word recognition with the total meaning context in the selection being read is emphasized. The author says, "At all times the child must combine context clues with phonetic analysis if he is to arrive at meaning—the ultimate goal of word perception."

The chapter on phonetic analysis presents several cautions about some methods now in use in helping children come into possession of adequate attack upon new words. The chapter on dictionary use is excellent in that it breaks down the many separate skills required for learning to use the dictionary well.

Part Two presents a sequential program of word attack. This reviewer questions the author's adherence to sequence here. Far too



much technical emphasis on word attack is implied for beginning readers. This section further appears to imply that all children will pass through the steps or stages in word attack in the sequence presented. How different experiences and backgrounds of each child influence what that child is ready for and needs to learn at any given time are not given enough consideration. There is no quarrel with the various skills and knowledges involved in learning to attack words. Rather do I question the implication that the author's sequential program must be followed as literally as he seems to want it to be.

**TEACH THEM TO LIVE.** By James Hemming. London: William Heinemann, Ltd., 1948. Pp. 131. 8s. 6d. It is reassuring to read again in this book the significant findings of the Eight-Year Study inaugurated by the Progressive Education Association a number of years ago. Long-needed evidence about secondary education which this study reveals should be having wider influence today than it seems to enjoy.

No longer need traditional secondary schools continue to be slaves to colleges and to tightly


compartmentalized subject areas. The Eight-Year Study shows that students in the experimental groups did as well as and slightly better than students in the control groups in English, the humanities, social studies, physics, and mathematics, and slightly less well in foreign languages. Apart from their abilities in subject matter the tests also revealed that the students in the experimental groups were superior in that they were judged more often to:

possess rather more intellectual curiosity and drive  
be precise, systematic, and objective in their thinking  
have developed clear and well-formulated ideas concerning the meaning of education  
demonstrate a high degree of resourcefulness in meeting new situations

take part in the arts  
participate in many organized student groups  
have earned in each college year a higher percentage of non-academic honors  
have demonstrated a more active concern for what was going on in the world

These and other findings are to be verified in Hemming's chapter "Did It Work?" Let us all become more thoroughly conversant with the findings of the Eight-Year Study and use them as we work to liberalize our educational system in America.

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## Research ABSTRACTS . . .

Editor, ELIZABETH M. FULLER

**IMPROVING LEARNING THROUGH AN EMPHASIS ON HUMAN RELATIONS IN AN IN-SERVICE TEACHER EDUCATION PROGRAM.** By Anna Carol Fults. *Contributions to Education, Number 1. Little Rock, Arkansas: State Teachers College, April 1948.*

Miss Fults attempted to test the effectiveness of a program of in-service teacher education under the direction of supervisors of three groups of first-year pupils of home economics in the vicinity of Arkansas State Teachers College. The initial hypothesis stressed the importance of identifying and treating obstacles to students' learning and expediting learning through emphasis on good human relations within the classroom. While the experiment did not involve small children directly it shows sufficient promise to encourage additional thorough-going studies of classroom relationships at earlier age levels. In fact, it would seem more fruitful to look at the young child in any study of the influence of the quality of human relations on achievement and general life adjustment or even on the effectiveness of teaching methods.

The Fults thesis is reviewed in order to illustrate indirect methods of improving the lot of children in the classroom through programs which need not involve the children directly at all. The Fults method of working with teachers merits consideration both to complement and supplement teacher training at pre-job and on-the-job levels. Anything which can reduce the impact of student teaching or novice teaching upon children and yet at the same time produce teaching skill is a welcome addition to pedagogy and administration.

The reported program had two major emphases: 1. A concentrated attack on the positive aspects of furthering learning in group situations. 2. An attempt to analyze why learning did not take place when all known efforts to promote learning had been utilized. The major portion of the project related to (2) above, comprising an attempt to identify students who seemed to be frustrated in the classroom and to get at causes of said frustrations. Teachers were given specific suggestions for use

in individual therapy once identification of frustrated pupils was made. Three control groups matched for as many factors as possible were selected in order to determine effectiveness of human relations' procedures. Various methods were used to identify pupils needing individual attention and to suggest remedial procedures. Among these were the Ohio Social Acceptance Scale, Mooney Problem Check List, The Wishing Well, Cooperative English Test, California Intelligence Tests, lectures, reading programs, moving pictures, recordings, home visits, and case studies.

"Before-and-after" descriptions of the human relationships in the experimental and control groups make a good case for in-service teacher education whether aimed toward merely expediting learning or viewing improved personal and social adjustment as an end in itself. For example, social acceptability ratings of the selected girls increased significantly in the experimental groups; effectiveness of classwork increased; the number of times "selects" were chosen on committees increased; reading scores showed gains.

The Fults monograph offers a wealth of background material which would prove useful both to establish a positive orientation toward improving human relationships and to give specific help in setting up methods for improving them.—E. M. F.

**RESPONSES OF CHILDREN RELATED TO CLOTHING PREFERENCES.** By M. Josephine Baird Hobson. *Unpublished Masters Thesis. Stillwater, Oklahoma: Oklahoma A and M. 1948.*

As part of a graduate thesis on children's clothing needs, Mrs. Hobson explored the attitudes of 84 Stillwater first grade children regarding their choices of clothing. 45 girls and 39 boys were interviewed individually, and mothers of six of the subjects were interviewed as a rough comparison of attitudes of parent and child. The investigator sought information as to what extent children are conscious of the suitability of their clothing and whether they have preferences in colors, designs, fabrics.

The study lacks adequate statistical controls in the selection of subjects and treatment of data to make claims as to general applicability but some rather interesting suggestions result, all of which need further refinement.

Zipper were rated as first choice fasteners by the mothers, while buttons rated first with

the children. Boys preferred blue jeans for play and school; girls selected them for play. "Nursery rhyme" prints were favored by both sexes; girls liked floral prints. Both sexes liked solid-colored fabrics, preferably in the brighter hues. Definite color preferences were shown by the children: red was the most favored color; next in favor were blue, green, yellow, and pink. Girls chose red most often; boys chose blue most often. The children seemed to wish to be dressed like their playmates. Choices were influenced by climate, locality, fashion, and "feel."

Children's selections seemed to be strongly influenced by their mothers in so far as the small sample is descriptive. 67% of the mothers' choices paralleled those of their children. Differences between mother and child were most pronounced in fit of clothing and fabric choice. In the interviews, children seemed to indicate awareness of ill-fitting qualities of clothing in the areas of neck, sleeves, waist and legs. Most frequent comments related to clothing too small in waist measurements.

Mrs. Hobson discusses factors probably related to clothing choices of children and stresses their participation in wardrobe planning.—E. M. F.

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## ... On Mental Hygiene

(Continued from page 231)

and mature more wholesomely and to utilize human potentialities not heretofore recognized.

This more helpful and encouraging viewpoint was reinforced by the further statement that human nature is much more plastic and flexible than we have traditionally believed. The personality of the child is shaped largely by parents and others who provide the care and nurture in these early years. These people are usually guided by their cultural traditions and the customary practices of their group.

Thus it appears that some of the personality distortions and emotional difficulties of children, adolescents, and adults are due to beliefs and practices which are no longer valid in the light of new knowledge and are no longer necessary or desirable.

Here again it would seem fully warranted to say that as parents and teachers accept the new knowledge of children's growth and development and grasp the new insights and understandings they can protect the child from many of these unnecessary threats and dangers to his emerging personality.

At the London meetings there was a special plea made for the recognition of the nursery school and other educational agencies dealing with the young child as most important for helping parents to provide what the young child needs for his mental health. It was pointed out that the nursery school should not be regarded as a substitute for the family nor as a way of relieving parents of their responsibility but rather as the only effective way of helping parents to carry their responsibility for the higher standards of child care and rearing which they are now expected to undertake.

The foregoing statements should hearten those engaged in early childhood education and give them renewed confidence in the importance of what they are doing for children.